



# City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy (540) (6003-30)

May 2023 Version 1.5

(For delivery from September 2023)

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Hair & Beauty - Beauty
<b>City &amp; Guilds qualification number</b>	6003-30
<b>Age group</b>	16-19 (Key Stage 5), 19+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	<p>To gain this qualification, candidates must successfully achieve the following assessments:</p> <ul style="list-style-type: none"> <li>• One externally set, internally marked, externally moderated assignment</li> <li>• One externally set, externally marked exam, sat under examination conditions</li> <li>• Optional unit assignments, externally set, internally marked and externally verified</li> </ul>
<b>Additional requirements to gain this qualification</b>	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
<b>Grading</b>	<p>This qualification is graded Pass/Merit/Distinction/Distinction*</p> <p>For more information on grading, please see Section 7: Grading.</p>
<b>Approvals</b>	This qualification requires full centre and qualification approval
<b>Support materials</b>	<p>Sample assessments</p> <p>Guidance for delivery</p> <p>Guidance on use of marking grids</p>
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
<b>External quality assurance</b>	This qualification is externally quality assured by City & Guilds, and its internally marked synoptic assignments are subject to external moderation. Additional internally marked units / optional assessments are subject to external verification. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TOT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy	540	900	6003-30	601/7352/X

Version and date	Change detail	Section
1.1 May 2016	Small typographical errors	Throughout
	TQT added for qualifications	1. Introduction
	Assessment component titles amended	
	Optional unit added	
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments	7. Grading
	Awarding grades and reporting results	
1.2 June 2017	Enquiries about results	8. Administration
	Re-sits and shelf-life of assessment results	
	Malpractice	
	Access arrangements and special consideration	
	Optional unit 320 added	Units
1.2 June 2017	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement
		5. Assessment
		5. Assessment – exam Specification
		7. Grading – Awarding grades and reporting results
1.2 June 2017	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Throughout
1.3 August 2017	Revised Exam Specification and AO weightings	5. Assessment - Assessment Objectives
	Revised Synoptic Assignment AO weightings	5. Assessment – Exam Specification
	Unit 302, topic 1.2, 3.5, 4.2, 5.3 removal of topic 11.4,	Unit 302

Version and date	Change detail	Section
	Unit 304, topic 2.1	Unit 304
	Unit 305, topic 2.1, updated guidance on delivery to include use of steamers	Unit 305
1.4 May 2019	Wording changed regarding retakes	5. Assessment – Summary of assessment methods and conditions 8. Administration – Re-sits and shelf-life of assessment results
1.5 May 2023	Clarified moderation and external verification processes	5 Assessment 6 Moderation and standardisation of assessment
	Updated website links and references	3 Delivering Technicals qualifications - Support materials 8 Administration

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# 1 Introduction

## What is this qualification about?

The following purpose is for the **City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy (540)**

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This City &amp; Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy aims to provide you with a range of specialist practical skills and technical knowledge, which will equip you to seek employment or further training within the Beauty and Spa Therapy Industry.</p> <p>A Level 2 Diploma in Beauty Therapy or equivalent industry experience is a recommended entry requirement.</p> <p>This qualification is suitable for anyone over the age of 16 years.</p>
What does this qualification cover?	<p>This qualification covers a very wide range of practical skills and knowledge required for working in the beauty and spa therapy industry.</p> <p>These are compulsory areas:</p> <ul style="list-style-type: none"><li>• Promote and sell products and services to clients</li><li>• Provide body massage</li><li>• Provide facial electrotherapy treatments</li><li>• Provide body electrotherapy treatments</li><li>• Anatomy &amp; Physiology</li><li>• Provide dry spa treatments</li></ul> <p>Optional areas include:</p> <ul style="list-style-type: none"><li>• Provide electrical epilation</li><li>• Provide Indian head massage</li><li>• Tanning treatments</li><li>• Apply individual semi-permanent lash treatments</li><li>• Dermatology</li><li>• Research advancements within the beauty industry</li><li>• Monitor and maintain the clients spa journey</li><li>• Provide body stone therapy treatments</li></ul> <p>Centres work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practically based training is ideal preparation for gaining</p>

	employment in the beauty or spa therapy industry or specialist further study.
<b>WHAT COULD THIS QUALIFICATION LEAD TO?</b>	
Will the qualification lead to employment, and if so, in which job role and at what level?	<p>Achievement of this qualification demonstrates to an employer that you have the skills and knowledge of health &amp; safety, customer service and also have the necessary advanced technical skills such as body massage, body and facial electrotherapy to be employed as a Senior Beauty/Spa Therapist.</p> <p>This qualification could lead to a job as a senior beauty/spa therapist working in one of the following establishments:</p> <ul style="list-style-type: none"> <li>• Beauty salon</li> <li>• Spa</li> <li>• Cruise ship</li> <li>• Hotel salon</li> </ul>
Why choose this qualification over similar qualifications?	<p>City &amp; Guilds offers two different technical level qualifications at Level 3 covering the skills and knowledge needed to work in the Beauty/Spa Industry within different job roles.</p> <p>You are likely to choose this qualification if you want to cover all of the advanced technical skills and knowledge needed to work as a senior beauty/spa therapist.</p>
Will the qualification lead to further learning?	You could progress into employment or to a Level 4 qualification in Advanced Techniques or Management, such as: City & Guilds Level 4 Diploma in Advanced Beauty Therapy Techniques.
<b>WHO SUPPORTS THIS QUALIFICATION?</b>	
Employer/Higher Education Institutions	<p>British Association of Beauty Therapy &amp; Cosmetology (BABTAC) – professional association</p> <p>Federation of Holistic Therapists (FHT) – professional association</p> <p>Hale Country Club</p> <p>Steiner</p>

## Qualification structure

For the **City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy (540)** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
<b>Mandatory</b>		
301	Promote and sell products and services to clients	30
302	Anatomy and physiology	90
303	Provide body massage	90
304	Provide facial electrotherapy treatments	90
305	Provide body electrotherapy treatments	90
306	Provide dry spa treatments	60
<b>Optional – Learners must be taught at least 90 GLH from units 307 – 313 and 320</b>		
307	Provide electrical epilation	90
308	Provide Indian head massage	60
309	Tanning treatments	30
310	Monitor and maintain the client’s spa journey	60
311	Provide individual semi-permanent lash treatments	60
312	Dermatology	30
313	Research advancements within the beauty industry	60
320	Provide body stone therapy treatments	90

## Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy	540	900

## Assessment requirements and employer involvement

To achieve the **City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy (540)** candidates must successfully complete **both** the mandatory assessment components **as well as** the optional assessment components for their chosen optional units.

Component number	Title
<b>Mandatory</b>	
030 or 530	Level 3 Beauty and Spa Therapy - Theory exam (1)*
031	Level 3 Beauty and Spa Therapy - Synoptic assignment (1)*
<b>Optional</b>	
307	Level 3 Provide electrical epilation - Assignment
308	Level 3 Provide Indian head massage - Assignment
309	Level 3 Tanning treatments - Assignment
310	Level 3 Monitor and maintain the client's spa journey - Assignment
311	Level 3 Provide individual semi-permanent lash treatments - Assignment
312	Level 3 Dermatology - Assignment
313	Level 3 Research advancements within the beauty industry - Assignment
320	Level 3 Provide body stone therapy treatments - Assignment

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

### Employer involvement

Component number	Title
<b>Mandatory</b>	
830	Employer involvement

*\*Number of mandatory assessments per assessment type*

## 2 Centre requirements

### Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: [www.cityandguilds.com](http://www.cityandguilds.com)

### Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

### Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

### Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

### Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

### 3 Delivering technical qualifications

#### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

#### Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	Available on the qualification pages on the <b>City &amp; Guilds Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
Technical Qualifications: Guide to Teaching, Learning and Assessment	Available on the City and Guilds website: <b><a href="#">14-19-teaching-learning-assessment-guide-pdf.ashx</a></b> <b>(<a href="http://cityandguilds.com">cityandguilds.com</a>)</b>
Quality Assurance Guide for Centres: Technical Qualifications and the Extended Project Qualification (EPQ)	Available on the City and Guilds website: <b><a href="#">technicals-quality-assurance-guide-for-centres-pdf.ashx</a></b> <b>(<a href="http://cityandguilds.com">cityandguilds.com</a>)</b>

## 4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

*Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.*

*[Technical qualifications] must:*

- require all students to undertake meaningful activity involving employers during their study; and
- be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

### Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planer a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

### Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

### Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification. This does not mean that employer involvement in the optional units is not valuable, and centres are encouraged to consider this wherever appropriate.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning. Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows<sup>1,2</sup>:

#### ***The following activities meet the requirement for meaningful employer involvement:***

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification<sup>3</sup>;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

*In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.*

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds 2017 and 2018 performance tables: technical guidance for awarding organisations

<sup>2</sup> This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

<sup>3</sup> DfE work experience guidance

**The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:**

- employers' or industry practitioners' input to the initial design and content of a qualification;
- employers hosting visits, providing premises, facilities or equipment;
- employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;
- student attendance at career fairs, events or other networking opportunities;
- simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;
- employers providing students with job references.

### **Types of evidence**

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

### **Quality assurance process**

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

### **Sufficiency of involvement for each learner**

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

### **Live involvement**

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

## Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

## 5 Assessment

### Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
030/530	Externally marked exam	<p>The exam is <b>externally set and externally marked</b>, and will be taken online through City &amp; Guilds' computer-based testing platform (030) or paper based test (530).</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations</a></p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have a maximum of <b>two</b> opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.)</p> <p>For exam dates, please refer to the Assessment and Examination timetable.</p>
031	Synoptic assignment	<p>The synoptic assignment is <b>externally set, internally marked and externally moderated</b>. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once</p>

Component numbers	Assessment method	Description and conditions
		<p>released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p>
Optional Units 307, 308, 309, 310, 311, 312, 313, 320	Unit Assignments	<p>The unit assignments are <b>externally set, internally marked and externally verified</b>. The assignments require candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria.</p> <p>Arrangements for release, security and re-sitting assignments are the same as detailed for the synoptic assignment.</p>

### What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

### How the assignment is synoptic for this qualification

The typical assignment brief could be to carry out a range of treatments on a client in a salon environment, over a period of 4 – 5 hours. This will require the candidate to use their skills and

knowledge of a range of treatments from across the qualification, including body massage and aromatherapy. The candidate will be required to draw from their knowledge and understanding across the range of the qualification content to effectively carry out the treatments, including client care, promotion and selling, evaluation of service and aftercare advice.

### External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

### Optional unit assessments and integration into the synoptic qualification content

While the mandatory units for this qualification provide the main skills and knowledge required to work in beauty and spa therapy, the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this.

The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

Optional unit assessments are externally set, internally marked and externally verified.

### Assessment objectives for synoptic assignments

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy (540) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Knowledge of skin care equipment, skin types and conditions, treatment objectives, features and benefits, contra-indications and contra-actions. Knowledge of health and Safety, sustainable working practices and	10%

	equality and diversity, personal presentation and hygiene. Able to provide advice and recommendations.	
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Consultation techniques and how to plan and adapt treatments. Understanding of products and treatments, technical terminology and hygiene procedures. Preparation of self, client and work area	15%
<b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.	Attention to detail, organisational skills, compliance to Health and Safety, good hygiene practices, professional client handling skills	45%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Evidence of amalgamation of consultation, treatment plan, problem solving, advice and recommendation suited to the individual; evaluation and reflection on the outcomes, independent learning, time management, ability to be stretched and challenged, organisational skills, working logically and methodically, analysing and responding and adapting to factors that may affect treatments.	20%
<b>AO5</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Attending to client needs and treatment/s objectives, dexterity and attention to detail and client care during treatment/s application, professional practice	10%

## Exam specification

AO weightings per exam

AO	Component 030/530 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	43%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	37%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

The way the exam covers the content of the qualification is laid out in the table below:

**Assessment type:** Examiner marked, written exam\*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

030/530	Duration: 3 hours		
Unit	Outcome	Number of marks	%
301	1. Understand the principles of promoting and selling products, services and treatments 2. Understand performance when promoting products, services and treatments	8	10%
302	1. Understand the organisation of the body and the structure and functions of cells 2. Understand the structure and functions of the skin, nails and hair 3. Understand the structure and functions of the skeletal system 4. Understand the structure and functions of the muscular system 5. Understand the structure and functions of the cardiovascular system 6. Understand the structure and functions of the lymphatic system 7. Understand the structure and functions of the nervous system 8. Understand the structure and functions of the respiratory system 9. Understand the structure and functions of the digestive system 10. Understand the structure and functions of the endocrine system 11. Understand the structure and functions of the renal and reproductive systems	22	27%
303	1. Prepare for body massage 2. Provide body massage	12	15%
304 & 305	1. Prepare for facial treatments using electrotherapy 2. Provide facial treatments using electrotherapy	23	29%

	3. Provide advice, recommendations and treatment evaluation		
	1. Prepare for body treatments using electrotherapy		
	2. Provide body treatments using electrotherapy		
	3. Provide advice, recommendations and treatment evaluation		
N/A	Integration across the units	15	19%
<b>Total</b>		<b>80</b>	<b>100</b>

\*This exam is sat under invigilated examination conditions, as defined by the JCQ:  
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

## 6 Moderation and standardisation of assessment

City & Guilds' externally set synoptic assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation.

Moderation is the process where external quality assurers are standardised to a national standard in order to review centre marking of internally marked assessments. These external quality assurers are referred to as 'moderators'. Moderators will review a representative sample of 'candidate work' across the mark range from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria within a reasonable range of mark tolerance, centre marks for the whole cohort will be accepted. Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment (up or down) will be made to the marks of the whole cohort, retaining the centre's rank ordering. Due to the nature of the assessment and the marking grid across Assessment Objectives (AOs), it is not expected that the tutors mark and the moderators mark will match exactly.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary.

Additional unit and optional unit assessments are also subject to external quality assurance through a verification process. This involves external quality assurers scrutinising IQA records; sampling candidates' work across a range of units and also sampling across the mark/grade range. Centres are then provided with feedback and actions to ensure that results are valid and reliable.

For more detailed information, on the quality assurance process for synoptic assignments and additional unit and optional unit assessments please refer to 'Quality Assurance Guide for Centres: Technical Qualifications and the EPQ available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

### Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

### Internal standardisation

For internally marked work<sup>4</sup> the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked and/or graded to the same standard. It is the Internal Quality

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<sup>4</sup> For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Assurer's (IOA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

### **Internal appeal**

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks or grades for external quality assurance. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

### **Post-moderation procedures**

Once the external quality assurance processes have been completed, feedback is provided to the centre on the standard of the internal assessment, highlighting areas of good practice, and potential areas for improvement. This will inform future centre assessment, and standardisation activities, as well as external quality assurance and risk management activity.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

### **Centres retaining evidence**

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

## 7 Grading

### Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

### Grade descriptors

#### To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

#### To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

### Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction\*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
031	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (031)	X/P/M/D	60%
Exam (030/530)	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18

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Exam: 40%	6	12	18
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The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

<b>Qualification Grade</b>	<b>Points</b>
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction\* will be the highest achieving of the Distinction candidates.

## 8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation (synoptic assessments)
- City & Guilds external verification (additional unit / optional assessments).

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

### External quality assurance

City & Guilds will undertake external moderation and verification activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

### Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for synoptic assignments. Requests must be submitted within the specified

period after the publication of results for individual assessments. Please see the **City & Guilds website** for more information.

### Re-sits and shelf-life of assessment results

Candidates who have failed an exam or wish to re-take it in an attempt to improve their grade, can do so **twice**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

### Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

### Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

### Access arrangements

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments* and *Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

### **Special consideration**

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>.

## Unit 301

## Promote and sell products and services to clients

<b>URN:</b>	R/507/4865
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is to introduce the learners to the essential skills of selling. With development of sales and promotion skills it is unlikely clients will feel encouraged to make use of the services offered by businesses like salons and hairdressers. Likewise, a business is reliant on the profits they are able to make through sales, if sales of products and treatments are not promoted, the opportunity to maximise income reduces. This unit will help learners recognise the necessity of encouraging the client to buy goods or services and how to maximise the opportunities to promote sales within a business to include enticing retail displays. Learners will also be encouraged to identify how these techniques can be used to make themselves more desirable to future employers.

This is a preparation for work unit which is based on capability and knowledge. Learners will be required to identify retail opportunities within the workplace and evaluate their own methods of achieving sales. The learner will be able recognise how to use their communication skills and skills of persuasion to encourage the sale of a product or service and to analyse how their attitude and appearance may influence the client's decision to make further purchases/appointments.

Through a range of activities and practical tasks the learners will cover the following areas:

- Appearances and attitudes that encourage client purchases
- Behaviours and communication skills that can encourage a client to make a purchase
- The importance of maximising profits
- Promoting and marketing products and services
- Successfully matching products and services to the client requirements
- The sales cycle

Learners may be introduced to the unit by asking themselves questions such as:

- Why is the promotion of products and services crucial to a business?
- What sort of techniques can be implemented to encourage sales?
- What would make me want to buy a product?

### Learning outcomes

In this unit, learners will be able to:

1. Understand the principles of promoting and selling products, services and treatments
2. Plan and create sales opportunities

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

This unit is linked to all the technical units within the qualification.

Throughout this unit the learners should maintain effective health, safety and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Understand the principles of promoting and selling products, services and treatments

## Topics

- 1.1 The benefits of promoting products and services
- 1.2 Communication skills and behaviours that support the promotion and selling of products
- 1.3 Promotion and sales techniques
- 1.4 The sales cycle
- 1.5 Retail and trades legislation

**Topic 1.1:** Learners will need to understand the benefits of promoting products and services including:

- the benefits to the salon, for example increased turnover, returning client base
- the benefits to the individual employee, for example commission, meeting salon targets, becoming more desirable to future employers
- the terms 'features' and 'benefits' as applied to products and services
- how marketing can improve product sales and take-up of services, for example optimising product displays, adverts, promotions
- the importance of good products and service knowledge.

**Topic 1.2:** Learners will need to use communication skills and behaviours that support promotion and selling with consideration of:

- creating a positive first impression
- effective personal presentation
- listening and questioning techniques
- consultation techniques
- effective face-to-face communication
- behaving professionally, including identifying factors that indicate making a sale is inappropriate for example client age, vulnerability, perception, psychological state
- managing client expectations, for example providing realistic and honest information.

**Topic 1.3:** Learners will need to understand the various methods of promotion and advertising techniques, including

- leaflets/ flyers

- posters
- newspaper/magazine adverts/editorials
- in store promotions
- product trials
- vouchers
- press releases
- social media

**Topic 1.4** Learners will need to understand the stages of the sales cycle, be able to identify buying signals and the factors that may indicate when a sale is inappropriate

- Stages of the sales cycle
  - Identify client's needs
  - Identify which products/services/treatments will meet the needs
  - Describe the features and benefits of the products/services/treatments
  - Demonstrate the products/services/treatments
  - Interpret buying signals:
    - when the client is not ready to buy
      - avoiding eye contact
      - quick movements
      - handling the product with little interest
      - making excuses why they don't want to buy yet
      - studying lots of different products
    - when the client is ready to buy
      - spending time focusing on one product
      - asking specific questions about a product or service
      - discussing a price
      - holding money/purse/wallet
  - Displaying possessive body language
  - Highlight sale incentives
  - Overcoming obstacles
  - Close the sale

Inappropriate sales:

- Client's age or vulnerability – minors, elderly, vulnerable adults
- Client's ability to make sound decisions – psychological state
- Client's perception

**Topic 1.5:** Learners will need to understand the legislation that applies when promoting products and services including:

- Data Protection Act
- Sale of Goods Act
- Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations)
- Trade Descriptions Act
- Consumer Protection
- Consumer Safety Act.

### **Learning outcome:**

#### **2. Plan and create sales opportunities**

## Topics

- 2.1 Sales opportunities
- 2.2 Sales techniques
- 2.3 Analysis and evaluation of sales techniques
- 2.4 Reflection on sales outcome

**Topic 2.1:** Learners will need to identify appropriate opportunities to initiate a sale using their knowledge of the clients:

- Needs:
  - Will the client benefit from purchasing products and services?
  - Is the client wishing to make a purchase as part of the overall experience of the treatment?
- Body language:
  - Is the client displaying signals that indicate the wish to make a purchase?
  - Does the client appear confident in their decision to purchase the product or service?

**Topic 2.2:** Learners will be able to use their selling techniques including knowledge of communication, behavior and practical techniques to identify how to select a product, service or treatment to meet the client's needs.

- Introduce and demonstrate products, services and treatments
- Discuss the benefits and features
- Use effective selling techniques to close a sale.

**Topic 2.3:** Learners will need to understand why analysing and evaluating their own performance would develop their sales techniques.

- Analysis:
  - strengths and weaknesses
  - meeting and reviewing targets
- Methods of evaluation:
  - Visual
  - Verbal
  - Written feedback
  - Repeat business

**Topic 2.4:** Learners will need to reflect on how effective their sales technique is through detailed analysis and evaluation of their own performance by:

- Confirmation of increased sales
- Feedback from colleagues
- Feedback from clients
- Appraisal from line manager

## Guidance for delivery

For this unit it is important that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice and

hone their sales techniques. This unit can therefore be classroom based to address the underpinning knowledge with any practical tasks being embedded into practical sessions.

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression.

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of assessment methods including, but not limited to, observations, case studies, assignments and informal lesson based activities to build up a strong portfolio of evidence.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Gaining a variety of views, opinions and experiences from media such as books, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD as well as reinforcing functional skills in literacy and ICT.

## Suggested learning resources

### **Books**

- |  |                    |
|--|--------------------|
| Small Business Marketing Kit for Dummies, 3 <sup>rd</sup> Edition<br>Published by: Wiley, J. & Sons, 2012<br>ISBN-10: 1118311833<br>ISBN-13: 978-1118311837  | Findlay Schenck, B |
| Teach Yourself Research: For Business Marketing and Education<br>Published by: Teach Yourself, 1998<br>ISBN-10: 0844200158<br>ISBN-13: 978-0844200156  | Oliver, P          |
| Communication Skills: Discover the Best Ways to Communicate,<br>Be Charismatic, Use Body Language, Persuade & Be A Great<br>Conversationalist (Communication ... Persuasion, Body Language,<br>Social Skills)<br>Published by: CreateSpace Independent Publishing Platform, 2014<br>ISBN-10: 1502711540 (10)<br>ISBN-13: 978-1502711540 (13) | McCloud, A         |
| Selling For Dummies, 2nd UK Edition<br>Published by: John Wiley & Sons, 2013<br>ISBN-10: 1118489438<br>ISBN-13: 978-1118489437   | Kench, B           |

The Fantastic Salon  
Published by: Fantastic Hairdresser Company Ltd, 2007  
ISBN-10: 0954608348  
ISBN-13: 978-0954608347

Austin-Smith, A

### ***Journals and magazines***

Choice Health and Wellbeing  
Guild News  
The Salon Magazine

### ***Websites***

Business balls  
Talk Business

<http://www.businessballs.com>  
<http://talkbusinessmagazine.co.uk>

<b>URN:</b>	A/507/4925
<b>Level:</b>	3
<b>GLH:</b>	90

### What is this unit about?

The purpose of this unit is for the learners to fully understand the anatomy and physiology of the body and being able to apply this knowledge within beauty and spa treatments. Learners will study each of the different systems of the body and understand how they interact with each other. They will also be introduced to contra-indications as they work through the different systems and identify how these may impact on their treatment. Understanding how the body works will enable a learner to apply treatments in a safe and effective way as well as offering advice and recommendations. Anatomy and physiology knowledge is essential so that the learner has a better understanding as to when and why it may not be suitable to treat a client.

Learners may be introduced to this unit by asking themselves questions such as:

- What is the structure and functions of the skin?
- How do we breathe?
- Why is oxygen important?
- What is energy?
- Why are the kidneys important in fluid balance?
- How do hormones affect the body?
- How does the circulation move around the body?
- What impact does each treatment have on the different systems of the body?
- What does our skeleton do?
- Can I name any bones of the skeleton?
- Do I know the names and location of muscles in the body that I will be working on?

### Learning outcomes

In this unit, learners will be able to

1. Understand the organisation of the body and the structure and functions of cells
2. Understand the structure and functions of the skin, nails and hair
3. Understand the structure and functions of the skeletal system
4. Understand the structure and functions of the muscular system
5. Understand the structure and functions of the cardiovascular system
6. Understand the structure and functions of the lymphatic system
7. Understand the structure and functions of the nervous system
8. Understand the structure and functions of the respiratory system
9. Understand the structure and functions of the digestive system
10. Understand the structure and functions of the endocrine system
11. Understand the structure and functions of the renal and reproductive systems

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Add additional context if required

## Learning outcome:

### 1. Understand the organisation of the body and the structure and functions of cells

## Topics

- 1.1 Anatomical regions and related terms
- 1.2 Structure of a cell and division
- 1.3 Functions of a cell
- 1.4 Structure and types of tissues
- 1.5 Pathologies related to the cells and tissues

**Topic 1.1:** Learners need to be able to identify anatomical regions and related terms.

- Anatomical regions:
  - Abdominal, axillary, brachial, cephalic, cervical, cranial, cubital, femoral, frontal, gluteal, inguinal, palmar, pelvic, plantar, popliteal, thoracic.
- Related terms:
  - Superior, inferior, medial, lateral, distal, proximal, anterior, posterior, peripheral, superficial, deep.

**Topic 1.2:** Learners must be able to identify the structure and division of a typical cell. To include the following:

- Structure: membrane, nucleus, DNA, cytoplasm, organelles, , mitochondria.
- Cell division: mitosis, growth and repair

**Topic 1.3:** Learners need to understand the functions of a typical cell. To include the following:

- Transport across the cell membrane - diffusion, osmosis, facilitated diffusion, active transport
- Metabolic rate and adenosine triphosphate (atp)

**Topic 1.4:** Learners need to understand the structure and repair of tissues, to include the following:

Structure and types of tissues:

- Epithelial
- Connective tissue
- Membranes

**Topic 1.5:** Learners need to understand common pathologies related to the cells and tissues including:

- Cancer, metastasis, scarring

## Learning outcome:

## 2. Understand the structure and functions of the skin, nails and hair

### Topics

- 2.1 Anatomical structure and functions of the skin
- 2.2 Anatomical structure and functions of the nail
- 2.3 Anatomical structure and functions of the hair
- 2.4 Pathologies related to the skin, nails and hair

**Topic 2.1:** Learners need to be able to identify the structure of the skin.

- the different cells in the epidermis - keratinocytes, langerhans cells, melanocytes, merkel cells
- epidermis - stratum germinativum (continuous cell formation, keratinocytes and melanocytes), stratum spinosum, stratum granulosum (cell death due to keratinisation), stratum lucidum (only found in thick skin), stratum corneum (shedding or desquamation)
- dermis - papillary and reticular layers, matrix to include fibroblasts (collagen and elastin fibres), hyaluronic acid, blood and lymphatic vessels, sensory nerve endings (light touch, pressure, vibration, mechanical, thermal), apocrine, eccrine and sebaceous glands
- Hypodermis / Subcutaneous layer (adipose tissue)

Learners need to understand the functions of the skin and factors that might affect the skin including the following:

- Functions:
  - the importance of the skin in protection - water resistant, melanin, pH balance, external barrier
  - the mechanisms of sensory perception - light touch, pressure, vibration, mechanical, thermal
  - absorption through the skin - chemicals, drugs (hormones, nicotine, steroids)
  - the importance of skin for excretion - sweat, waste (sodium chloride, urea, uric acid, aromatic substances)
  - the importance of skin secretions - sebum
  - heat regulation - sweating, vasodilation, vasoconstriction
  - how the skin synthesises vitamin D
- Factors:
  - extrinsic - temperature, chemical exposure, UV exposure, topical stimulation and skin damage
  - intrinsic - genetics, nutrition, hormones, medication, disease and systemic disorders

**Topic 2.2:** Learners need to be able to identify the structure of nails to include the following:

- Structure:
  - nail bed, hyponychium, eponychium, perionychium, mantle or proximal nail fold, lateral nail fold, nail grooves, matrix, lunula, cuticle, three layers of nail plate, free edge
  - nail shape and condition - hook, ski jump, fan, misshapen, bitten, discoloured

Learners need to understand the functions of the nails and factors that might affect the nails including the following:

- Functions:
  - protection of sensitive areas of fingers and toes, tool to help dexterity
- Factors:
  - extrinsic - chemical exposure, damage

- intrinsic - genetics, nutrition, hormones, medication, disease and systemic disorders

**Topic 2.3** Learners need to be able to identify the structure and growth cycle of hair including the following:

- Structure:
  - hair follicle - Huxleys and Henle's layers, inner root, outer root sheath, matrix, dermal papilla, sebaceous gland
  - hair - cuticle, cortex, medulla, structure of the cortex - polypeptide chains, melanocytes
  - characteristics of ethnic hair types
  - hair types – lanugo, vellus, terminal
- Growth cycle:
  - anagen, catagen, telogen

Learners need to understand the functions of the hair and factors that might affect the hair including the following:

- Functions:
  - insulation, protection
- Factors:
  - extrinsic - chemical exposure, topical stimulation and damage
  - intrinsic - genetics, nutrition, hormones, medication, disease and systemic disorders

**Topic 2.4:** Learners need to understand the common pathologies of the skin, nails and hair including:

- Pathologies affecting the skin:
  - Bacterial infections - impetigo, conjunctivitis, hordeolum / stye, furuncles / boils, carbuncles, folliculitis, paronychia
  - Viral infections - herpes simplex, herpes zoster or shingles, warts / verrucae
  - Infestations - scabies or itch mites, pediculosis pubis, pediculosis corporis, pediculosis capitis
  - Fungal infections - tinea corporis, tinea capitis, tinea pedis, tinea unguium, onychomycosis
  - Sebaceous gland disorders - milia, comedones, seborrhea, steatomas, sebaceous cysts or wens, acne vulgaris
  - Sudoriferous (sweat) gland disorders - miliaria rubra (prickly heat), bromidrosis, hyperhidrosis
  - Pigmentation disorders - ephelides, lentigines, vitiligo, albinism, vascular naevi
  - Skin disorders involving abnormal growth - psoriasis, seborrhoeic or senile warts, verrucae filliformis, skin tags, keloids, pityriasis simplex, pityriasis, capitis hyperkeratosis
  - Allergies - dermatitis, eczema, urticaria
  - Malignant tumours - squamous cell carcinomas or prickle-cell cancers, basal cell carcinomas or rodent ulcers, melanoma
  - Rosacea
- Pathologies affecting the nails:
  - Structure - beau lines, koilonychia, longitudinal furrows, lamellar dystrophy, onychiauxis, pitting, onychorrhexis, leuconychia, onycholysis, splinter haemorrhage, anonychia, onychocryptosis

- Cuticle – pterygium
- Pathologies affecting the hair:
  - alopecia (androgenic, areata, universalis), hypertrichosis and hypotrichosis, fragilitas crinium

## Learning outcome:

### 3. Understand the structure and functions of the skeletal system

#### Topics

- 3.1 Classification and structure of the skeletal system
- 3.2 Functions of the skeletal system
- 3.3 Location of bones of the skeleton
- 3.4 Types of joints and movement
- 3.5 Pathologies of the skeletal system

**Topic 3.1:** Learners need to be able to identify the classification and structure of bones including:

- Classification:
  - flat, irregular, short, sesamoid, long
  - compact, cancellous, bone marrow
- Structure:
  - structure of long bone - diaphysis, epiphysis, epiphyseal cartilage, articular (hyaline), cartilage, medullary canal, periosteum
  - development of bone - ossifications, osteoblasts, osteocytes, osteoclasts
  - axial skeleton - 80 bones
  - appendicular skeleton - 126 bones
  - sinuses - frontal, maxillary, ethmoid, sphenoid

**Topic 3.2:** Learners need to understand the functions of the skeletal system including:

- to provide shape, attachment for skeletal muscles and leverage, support, protection of internal organs, production of blood cells, storage of calcium, storage of fat

**Topic 3.3:** Learners need to be able to identify the location of bones of the skeleton including:

- cranium - frontal, parietal, temporal, occipital, sphenoid, ethmoid
- face - nasal, vomer, zygomatic, lacrimal, palatine, maxillae, mandible
- neck and spine – vertebrae (cervical [atlas, axis], thoracic, lumbar, sacral, coccygeal), intervertebral discs
- chest - ribs, sternum
- shoulder girdle - clavicle, scapula
- arm and hand - humerus, radius, ulna, carpals (scaphoid, lunate, triquetrum, pisiform, trapezium, trapezoid, capitate, hamate), metacarpals, phalanges
- pelvic girdle – ilium, ischium, pubis, innominate bones
- leg and foot - femur, patella, tibia, fibula, tarsals (talus, calcaneus, navicular, cuneiforms [medial, intermediate, lateral], cuboid), metatarsals, phalanges

**Topic 3.4:** Learners need to be able to identify the different types of joint and movement

- Types of joint:
  - Fixed - fibrous
  - Semi-moveable – cartilaginous
  - Freely moveable - synovial joints: ball and socket, saddle, condyloid, ellipsoidal,

pivot, hinge, gliding

- Range of movements:
  - Flexion, extension, hyperextension, abduction, adduction, circumduction, rotation (medial, lateral), pronation, supination

**Topic 3.5:** Learners need to understand the common pathologies related to the skeletal system including:

- Osteoarthritis, bunions, hammer toes, fractures, rheumatoid arthritis, osteoporosis, bursitis, scoliosis, kyphosis, lordosis

## Learning outcome:

### 4. Understand the structure and functions of the muscular system

#### Topics

4.1 Structure and functions of the muscular system

4.2 Location and action of the primary muscles

4.3 Pathologies of the muscular system

**Topic 4.1:** Learners need to understand the structure and functions of the muscular system including:

- Structure:
  - Fascia, tendons, muscle - fascicles, muscle fibres or cells, myofibrils, actin, myosin, sarcomeres, motor unit
  - organisation of muscle types – skeletal (voluntary, striated), visceral (involuntary, non-striated), cardiac (involuntary)
- Functions:
  - movement, stabilises joints, in relation to posture, movement of substances through skeletal muscle pump, generation of heat

Learners need to understand the principles of muscle contraction including the following:

- Muscle contraction:
  - sarcomere, actin and myosin muscular contraction:
  - stages - tone, relaxation, fatigue
  - antagonistic pairing - prime mover, antagonist, synergist, fixator

**Topic 4.2:** Learners must be able to identify the location and action of the primary muscles including:

- scalp and face - frontalis, occipitalis, orbicularis oculi, corrugator, nasalis, orbicularis oris, zygomaticus, risorius, mentalis, buccinator, masseter, temporalis, triangularis, depressor labii
- neck muscles - platysma, sternocleidomastoid
- anterior thorax - pectoralis (major and minor), external and internal intercostals, diaphragm, serratus anterior
- posterior thorax - erector spinae, trapezius, latissimus dorsi, levator scapulae, rhomboids (major and minor)
- shoulder - supraspinatus, infraspinatus, teres minor, subscapularis (rotator cuff), teres major, deltoid
- upper arm - biceps, brachialis, triceps

- lower arm and hand - pronator teres, brachioradialis, thenar eminence
- wrist flexors - flexor carpi radialis, flexor carpi ulnaris, flexor digitorum, wrist extensors - extensor carpiradialis, extensor carpi ulnaris, extensor digitorum
- trunk: external obliques, rectus abdominus, internal obliques, transversus abdominus, quadratus lumborum
- hip - iliopsoas, piriformis, gluteus (maximus, medius, minimus), tensor fasciae latae
- upper leg - rectus femoris, vastus lateralis, vastus intermedius, vastus medialis (quadriceps), sartorius, biceps femoris, semitendinosus, semimembranosus (hamstrings), gracilis, adductors (longus, brevis, magnus)
- lower leg and foot - gastrocnemius, soleus, tibialis anterior, tibialis posterior, peroneus longus, extensor digitorum longus, flexor digitorum longus,

**Topic 4.3:** Learners need to understand common pathologies related to the muscular system including:

- cramp, repetitive strain injury (RSI) inflammation, tendonitis, sprain, low back pain.

## Learning outcome:

### 5. Understand the structure and functions of the cardiovascular system

#### Topics

- 5.1 Structure of the cardiovascular system
- 5.2 Composition and functions of the blood
- 5.3 Primary blood vessels of the body
- 5.4 Pathologies of the cardiovascular system

**Topic 5.1:** Learners need to understand the structure and functions of the cardiovascular system including:

- Structure of blood vessels:
  - arteries – thick walled, muscular, elastic vessels, conveying blood away from heart to arterioles, help maintain blood pressure
  - arterioles - small arteries which convey blood to the capillaries
  - capillaries - composed of a single layer of cells ( endothelium), connect arterioles and venules
  - venules - collect blood from capillaries and drain into veins, thinner walled than arteries
  - veins - contain valves to prevent back flow, thinner walled than arteries, convey blood back to the heart from the venules
- Heart Structure:
  - pericardium, Epicardium, myocardium, endocardium
  - right atrium, left atrium, right ventricle, left ventricle, septum
  - valves
  - principal blood vessels - superior vena cava, inferior vena cava, pulmonary artery, pulmonary vein, aorta
- Heart physiology:
  - physiology - blood flow ( systemic and pulmonary circulation)
  - cardiac cycle - diastole, systole
  - blood pressure - force exerted by blood on walls of blood vessels, measurements - diastolic: 80 mmHg, systolic: 120 mmHg

**Topic 5.2:** Learners need to understand the composition and functions of the blood, including:

- Composition:
  - plasma – clear, pale yellow, slightly alkaline fluid, dissolved blood proteins
  - erythrocytes (red blood cells)
  - leucocytes (white blood cells)
  - thrombocytes
- Functions:
  - transport
  - heat regulation
  - defence
  - clotting

**Topic 5.3:** Learners need to be able to identify the primary blood vessels of the body including:

- head, face and neck - carotid artery, jugular vein
- thorax - aorta, left & right subclavian arteries, left and right subclavian veins
- arm and hand - brachial artery, radial artery, ulnar artery, cephalic vein, axillary artery, axillary vein
- abdomen - hepatic artery, hepatic vein, renal artery, renal vein
- pelvis, leg and foot - femoral artery, femoral vein, anterior tibial artery, posterior tibial artery, saphenous vein, iliac artery, iliac vein, popliteal artery, popliteal vein

**Topic 5.4:** Learners need to understand common pathologies related to the cardiovascular system including:

- bruising (haematoma), angina, Deep Vein Thrombosis (DVT), hypertension, hypotension, varicose veins, phlebitis, stroke.

### Learning outcome:

## 6. Understand the structure and functions of the lymphatic system

### Topics

- 6.1 Structure and functions of the lymphatic system
- 6.2 Structure and functions of the lymphatic organs
- 6.3 Location of lymphatic nodes and ducts
- 6.4 Pathologies related to the lymphatic system

**Topic 6.1:** Learners need to understand structure, composition and functions of the lymphatic system including:

- Structure:
  - lymph capillaries - thin-walled, more permeable than blood capillaries
  - lymphatic vessels - contain valves to prevent backflow
  - lymph nodes – afferent and efferent lymph vessels, reticular tissue
  - lymphatic organs and tissues - thymus gland, spleen, tonsils, peyers patches
- Composition of lymph:
  - clear, straw-coloured, fluid derived from blood plasma through capillary filtration
  - plasma substances
- Functions:
  - collect tissue fluid
  - lymph flow is unidirectional not circular

- carry excess fluid and foreign particles from the body tissues and cells
- carry lymph to lymphatic vessels
- transport lymph through lymphatic nodes
- lymphatic system returns tissue fluid to blood
  - thoracic duct: drains lymph from abdomen and lower limbs; drains into left subclavian vein
  - right lymphatic duct: drains upper right quadrant; drains into right subclavian vein
- cisterna chyli: drains lymph laden with digested fats (chyle) from the intestines
- produce lymphocytes to deal with waste and toxins
- develop antibodies to defend the body against infection
- filtering pathogens, phagocytes, T and B-lymphocytes

**Topic 6.2:** Learners need to understand the location and functions of the lymphatic organs including:

- Location and functions:
  - Thymus - behind sternum, processes lymphocytes into active 'T' cells vital to immune system, endocrine functions, pre-puberty, in the control of growth, degenerates after puberty
  - Spleen - left side of abdominal cavity behind and left of the stomach and diaphragm largest lymphatic tissue mass in body, immune response - assists in fighting infection contains T and B lymphocytes phagocytosis – destruction of worn out erythrocytes and abnormal cells, storage of blood, selectively filters white cells and platelets, blood cell production at time of need in an adult

**Topic 6.3:** Learners need to identify the location of the lymphatic nodes of the body and face

- lymphatic nodes of the body - cervical, axillary, supraclavicular/ cubital, iliac, inguinal, popliteal, intestinal.
- lymphatic nodes of the head – buccal, sub-mental, sub-mandibular, anterior auricular, posterior auricular, parotid, occipital.
- Lymphatic nodes (glands) - found all over the body at strategic sites where there is a greater risk of infection.

**Topic 6.4:** Learners must to be able to identify common pathologies related to the lymphatic system including:

- allergies, fever, HIV, oedema

## Learning outcome:

### 7. Understand the structure and functions of the nervous system

#### Topics

7.1 Structure and functions of the nervous system

7.2 Pathologies of the nervous systems

**Topic 7.1:** Learners need to understand the structure and functions of the nervous system to include the following:

- Structure:
  - Central Nervous System (CNS) - brain & spinal cord
  - Peripheral Nervous System (PNS)

- somatic nervous system
- autonomic nervous system – sympathetic, parasympathetic
- neurone – motor, sensory, interneurone (cell body, dendrites, axon, myelin sheath, axon terminals, synaptic gap, neurotransmitters)
- nerves pathways - sensory (afferent), motor (efferent), mixed
- Functions:
  - detect stimuli inside and outside the body
  - process and interpret stimuli
  - respond to stimuli
  - role in homeostasis
  - link with endocrine system
  - stimulate activity; activation of energy
  - inhibit activity; conservation of energy

**Topic 7.2:** Learners need to understand common pathologies related to the nervous system including:

- epilepsy, multiple sclerosis, migraine, vertigo, sciatica, Bell's palsy

### Learning outcome:

## 8. Understand the structure and functions of the respiratory system

8.1 Structure and functions of the respiratory system

8.2 Pathologies of the respiratory system

**Topic 8.1:** Learners need to understand the structure and functions of the respiratory system including:

- Overall functions:
  - supply the blood with oxygen, excrete carbon dioxide (facilitate the exchange of gases, oxygen and carbon dioxide).
  - ventilation - mechanism of inhalation and exhalation
- Structure and associated functions:
  - upper respiratory system
    - mouth
    - nose
    - pharynx
    - larynx
  - Lower respiratory system:
    - trachea
    - lungs
    - bronchii (right and left)
    - bronchioles
    - alveoli
    - the pleural membranes
  - stages of respiration – external, internal

**Topic 8.2:** Learners need to understand to identify the common pathologies of the respiratory system including:

- Chronic Obstructive Pulmonary Disease (COPD) -( bronchitis, emphysema), asthma, hay-fever, sinusitis

## Learning outcome:

### 9. Understand the structure and functions of the digestive system

#### Topics

- 9.1 Structure and functions of digestive system
- 9.2 Processes of digestion
- 9.3 Pathologies of the digestive system

**Topic 9.1:** Learners need to understand the structure and functions of the digestive system including:

- Overall functions:
  - break down complex chemicals to simple ones
  - absorb simple chemicals
  - assimilate products of digestion
  - eliminate indigestible materials
- Structure and associated functions:
  - Upper gastrointestinal tract:
    - mouth
    - tongue
    - pharynx
    - oesophagus
  - Lower gastrointestinal tract:
    - stomach
    - small intestine - duodenum, jejunum, ileum
    - large intestine - ileocaecal valve, caecum, ascending colon, transverse colon, descending colon rectum anus
  - Accessory digestive organs:
    - Pancreas
    - Liver
    - Gall bladder

**Topic 9.2:** Learners need to understand the processes of the digestive system including:

- Physical digestion - mastication, peristalsis, churning
- chemical digestion – enzymes

**Topic 9.3:** Learners need to understand the common pathologies related to the digestive system including:

- halitosis, hepatitis, cirrhosis of the liver, gall stones, Irritable Bowel Syndrome (IBS), Crohn's disease, coeliac disease.

## Learning outcome:

### 10. Understand the structure and functions of the endocrine system

#### Topics

- 10.1 Structure and functions of the endocrine system
- 10.2 Common pathologies of the endocrine system

**Topic 10.1:** Learners need to understand the structure and functions of the endocrine system

including the following:

- Structure:
  - endocrine glands – ductless
  - hormones – chemical messengers
  - receptor and target organs
  - location of primary endocrine glands
    - hypothalamus; pituitary; pineal, thyroid, parathyroids, thymus, pancreas, adrenals, gonads (ovaries and testes)
- Functions:
  - hormone secretion directly into the blood stream
  - work in conjunction with the nervous system to maintain homeostasis
  - control effect on body's functions – emotion, appetite, sexual activity, metabolism, water balance, control reproductive cycle
  - activation/inhibition of immune system
  - hormones secretion from the endocrine glands and their target sites

**Topic 10.2:** Learners need to understand common pathologies related to the endocrine system including

- hyperthyroidism, hypothyroidism, diabetes mellitus (type 1 and 2), diabetes insipidus, polycystic ovaries, hormone imbalance, skin irregularity

## Learning outcome:

### 11. Understand the structure and functions of the renal and reproductive systems

#### Topics

11.1 Structure and functions of the renal system

11.2 Structure and functions of the reproductive system

11.3 Key stages of the human reproductive cycle

**Topic 11.1:** Learners need to understand the structure and functions of the renal system including:

- Overall functions:
  - Regulation of body fluid
  - general electrolyte composition and the need to maintain electrolyte balance
  - pH values of the body's fluid systems
- Structure and functions:
  - ureters
  - bladder
  - urethra
  - kidneys

**Topic 11.2:** Learners need to understand the structure and functions of the reproductive system including:

- female reproductive
- male reproductive

**Topic 11.3:** Learners need to understand the key stages of the human reproductive cycle including:

- Stages:
  - Puberty, menstrual cycle, pregnancy, menopause
  -

## Guidance for delivery

Learners should use extended resources to support study, which should include the use of libraries, websites, accessing research data, learning centres, articles, podcasts, television programmes and other professional resources

It is recommended that learners have access to as many visual aids for this unit as possible to support their visual learning of this unit including:

- a skeleton.
- using an eyeliner or washable marker to gain an understanding of the location of specific muscles by drawing their outline on a peer's skin surface.
- 3d models
- posters
- interactive video clips

It is essential that learners incorporate their anatomy and physiology into their technical units where they will be given an opportunity to apply their knowledge directly to the effects of their treatment. Examples include, developing a good understanding of how treatments could cause damage and the consequences, the importance of hydration, when to offer appropriate recommendations and advice suitable to the treatment being offered.

Opportunities for professional development include formal opportunities such as English, IT and beauty related professional development and informal opportunities such as reading journals/articles/books, watching documentaries /programmes, use of internet, (podcasts, u-tube).

## Suggested learning resources

### **Books**

- |  |                    |
|--|--------------------|
| Trail Guide to the Body: How to Locate Muscles, Bones, and More 3 <sup>rd</sup><br>Published by: Colorado: Books of Discovery, 2005<br>ISBN-13: 978-0965853453                         | Biel A.            |
| The Concise Human Body Book: An Illustrated Guide to Its Structure, Function and Disorders<br>Published by: Dorling Kindersley, 2009<br>ISBN-10: 140534041X<br>ISBN-13: 978-1405340410 | Dorling Kindersley |
| The Human Body Coloring Book<br>Published by: Dorling Kindersley, 2011<br>ISBN-13: 978-0756682347  | Dorling Kindersley |
| Anatomy and Physiology for Therapists and Healthcare Professionals<br>Published by: The Write Idea Ltd, 2009<br>ISBN-13: 978-0955901119  | Hull R.            |

Anatomy and Physiology Workbook: For Therapists and Healthcare Professionals Published by: The Write Idea Ltd, 2010 ISBN-13: 978-0955901126	Hull R & Couldridge Greta (Eds)
The Concise Book of Muscles Published by: Lotus Publishing, 2011 ISBN-13: 978-1905367115	Jarmey
The Anatomy Coloring Book Published by: Pearson, 4 <sup>th</sup> Edition, 2013 ISBN-13: 978-0321832016	Kapit W. & Elson L. M.
Anatomy & Physiology Student Workbook: 2,000 Puzzles & Quizzes Published by: CreateSpace Independent Publishing Platform; 3 edition, 2012 ISBN-10: 1468175807 ISBN-13: 978-1468175806	Tierney K
An Introductory Guide to Anatomy & Physiology Published by: Churchill Livingstone, 5 <sup>th</sup> Edition, 2011 ISBN-13: 978-1903348345	Tucker L.
Ross and Wilson Anatomy and Physiology in Health and Illness Published by: Churchill Livingstone, 12 <sup>th</sup> Edition, 2014 ISBN-13: 978-0702053252	Waugh A. & Grant A.
Ross and Wilson Anatomy and Physiology Colouring and Workbook Published by: Churchill Livingstone, 4 <sup>th</sup> Edition, 2014 ISBN-13: 978-0702053276	Waugh A. & Grant A.

### **Websites**

The Anatomy Zone	<a href="https://www.youtube.com/user/TheAnatomyZone">https://www.youtube.com/user/TheAnatomyZone</a>
BBC Bitesize	<a href="http://www.bbc.co.uk/education/subjects/z9ddmp3">http://www.bbc.co.uk/education/subjects/z9ddmp3</a>

## Unit 303

## Provide body massage

<b>URN:</b>	F/507/4926
<b>Level:</b>	3
<b>GLH:</b>	90

### What is this unit about?

The purpose of this unit is for the learners to understand the physical and psychological benefits of body massage in order to apply a range of techniques to meet the clients' needs. Body massage has been practised around the world for thousands of years providing recipients with relief from a variety of health related problems. Learners will be given the opportunity to provide a range of body massage treatments and to develop knowledge of the theory that goes into preparing for and treating a client effectively.

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing body massage treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

To complete this unit, learners will be required to acquire and develop the techniques used to provide a body massage treatment. The learner will advance their knowledge and understanding in a range of massage techniques and use of a variety of massage mediums.

Learners may be introduced to the unit by asking themselves questions such as:

- Which techniques can be used to ensure a professional massage treatment?
- Which legislation effects the provision of body massage?
- Who benefits from a body massage?
- What aftercare advice can be given to a client following a treatment?
- What sort of care makes a client's experience memorable?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for body massage
2. Provide body massage
3. Provide advice, recommendations and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

It is essential for this unit to be delivered alongside Anatomy and Physiology.

### Learning outcome:

#### 1. Prepare for body massage

### Topics

- 1.1 Health and Safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Communication and behavior
- 1.4 Consultation
- 1.5 The selection of equipment, products and consumables
- 1.6 Prepare themselves, the client and work area for body massage

**Topic 1.1:** Learners must understand Health and Safety working practices. Learners must also have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- preparation of themselves and their clients to meet legal requirements and organisational code of practice
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the area being treated
- positioning of the client to meet needs of the treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of cleaning, disinfection, sterilisation, disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition
- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand the following legislations and consider their influence on the provision of body massage treatments:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protections Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental
  - temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable
  - minimising pollution, reducing and managing waste, reducing energy usage.

Learners need to understand the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners need to understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave
  - Working cooperatively with others, following salon requirements, maintain clients privacy during treatment.

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important;

- Consultation Techniques
  - recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism
  - the importance of communication with clients in a professional manner
  - how to complete a consultation taking into account the client's diverse needs
  - the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults

- the importance of agreeing the treatment and outcomes to meet the client's needs
- the legal requirements for storing and protecting client data.
- The use of manual, visual and written information

Learners need to understand the correct methods for completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to carrying out the treatment
  - Ensure that guardian or parent is present throughout the treatment for minors

Learners need to understand the client's needs and establish the treatment objectives to include:

- Treatment objectives
  - relaxation and sense of well-being
  - reduction of joint and muscle pain
  - invigoration and uplifting
  - improvement of skin and body conditions
  - anti-cellulite

Learners will need to understand how to create and prepare a treatment plan suitable for the individual client.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why.
  - recognising contra-indications that would prevent or restrict the treatment.
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner.
  - encouraging the client to seek medical advice.
  - explaining why the treatment may not be carried out.
  - modification/adaptation of treatment.
- Treatment related Contra-indications:
  - Prevent treatment: contagious skin diseases (fungal, bacterial, viral, infestations), severe eczema, severe psoriasis, severe skin conditions, deep vein thrombosis, during chemotherapy, during radiotherapy.
  - Restrict treatment: broken bones, recent fractures and sprains, cuts and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, uncontrolled diabetes, high/low blood pressure, metals pins or plates, piercings, pregnancy, medications, varicose veins, undiagnosed lumps and swellings

Learners must understand how to carry out a full body analysis which includes knowledge of various body types, conditions, characteristics, postural faults and any adaptations that may need be considered to include the following:

- Body types:

- Ectomorph, endomorph, mesomorph
- Body conditions:
  - Cellulite
  - Poor muscle tone
  - Sluggish circulation
  - Skin type
- Characteristics:
  - Hard fat, soft fat, cellulite, hairiness, muscle bulk, fat distribution
- Postural faults:
  - Kyphosis, scoliosis, lordosis, winged scapula, pelvic tilt, knock knees, bow legs, flat feet, high arch, dowager hump, pigeon chest, flat back
- Body analysis:
  - Use of a plumb line

Learners must understand different skin types, conditions and characteristics

- Skin types:
  - Dry, oily, combination
- Skin conditions and characteristics:
  - Mature, sensitive, dehydrated, texture of skin (thickness, thinness), skin elasticity

**Topic 1.5:** Learners need to understand the selection of suitable, products, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective. They must also have knowledge of a variety of massage medium and their uses and be familiar with the effects, advantages and disadvantages.

- Products:
  - base oil: apricot kernel oil, grapeseed oil, coconut oil, evening primrose oil, jojoba oil, almond oil, olive oil
  - cream
  - powder (to include liquid talc and corn flour)
  - gel
  - pre blended oil: relaxation and sense of well-being, joint and muscle pain, invigoration and uplifting, improvement of skin and body conditions.
- Equipment for example:
  - couch, seating, treatment chair, trolley, clean towels/blankets/sheets, steps, bowls/containers, gowns/slippers
- Consumables for example:
  - cotton pads/wool, tissues, bed roll, paper cups, spatula, paper pants foot mats

**Topic 1.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for a body massage treatment in accordance with health and safety legislation and industry guidelines

- present themselves appropriately: professional presentation as per industry code of practice (hair secured away from face and maintained clean short nails, minimal jewellery eg wedding band, small stud earrings)
- greet the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- comply with Health and Safety working practices
- documenting information on client's record card
- select products and equipment to suit the treatment objectives
- obtaining signed informed consent to treatment

## Learning outcome:

### 2. Provide body massage

#### Topics

- 2.1 Evolution of massage
- 2.2 Massage techniques
- 2.3 Effects, benefits and adaptations of body massage
- 2.4 Provide body massage

**Topic 2.1:** Learners need to understand the history and development of massage over time and recognise key persons and countries that have worked to encourage progress within the discipline, including the following:

- Countries
  - India, Egypt, Turkey, China, Japan, Greece, Italy, Sweden and England.
- Key persons
  - Hippocrates, Galen, Per Henrik Ling, Johann Georg Mezger.

Learners will need to explore modern massage techniques including hands free for example bamboo, stones, shells and Thai ball.

**Topic 2.2:** Learners must understand massage techniques and how each movement should be performed including;

- Effleurage
- Petrissage
  - Vibration
  - Friction
- Tapotement/Percussion

Learners must consider the following massage treatments:

- traditional - Swedish
- forearms, heel of hand and elbows massage
- massage using pre-blended oils

Learners will need to be able to identify the advantages of using massage techniques in a variety of ways to achieve their treatment objectives while protecting themselves from possible muscular or repetitive strain injuries.

**Topic 2.3:** Learners need to be able to recognise the effects of massage and identify how to maximise the benefits to the client using appropriate adaptations, massage techniques and products.

- Physiological effects and benefits of body massage:
  - increased blood circulation
  - increase in endorphins
  - improved skin condition/ texture / improved appearance of cellulite
  - relaxation of muscles and release of tension
  - increased metabolism
  - enhanced lymphatic drainage
  - desquamation
  - increases elimination

- stimulates /soothes nerve endings
- improves joint mobility
- increased energy levels
- reduces swelling
- Psychological effects and benefits of body massage:
  - reduction of nervous tension
  - relaxation
  - sense of well-being
  - aids sleep patterns
  - stress relief

**Topic 2.4:** Learners need to be confident in using a range of massage treatments and massage techniques on the following treatment areas in order to achieve the treatment objectives.

- Treatment areas to include:
  - face
  - scalp
  - chest, neck and shoulders
  - arms/hands
  - anterior and posterior legs/feet
  - gluteals
  - abdomen (women only)
  - back
- Positioning to include:
  - positioning of the client to avoid putting undue stress on bones and joints or causing the client discomfort at any time throughout the treatment using supports and adjustable couches/chairs
  - positioning of the therapist to avoid putting any undue stress on the joints of the fingers, wrists, spine, hips and knees using the relevant stance. Work stations are of the correct height.

Learners must be able to adapt their application of massage to suit the specific client and ensure that the benefits are maximised.

- Adaptations:
  - knee/ankle/back/neck supports
  - depth, pressure and flow of massage
  - use of varying massage techniques to meet client indications
  - stance and transition of therapist movements
  - areas to be treated/avoided
  - positioning of treatment couch/chair
  - choice of techniques/products (taking into account allergies)
  - timings of treatment

Learners need to understand the importance of checking the client's wellbeing throughout the treatment and allow sufficient post-treatment recovery time.

### **Learning outcome:**

### **3. Provide advice, recommendations and treatment evaluation**

#### **Topics**

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatments

**Topic 3.1:** Learners need to be able to recognise the difference between contra-actions and those which are a result of poor practice. Learners need to be able to state the action which should be taken if any of them occur either during or after the treatment:

- Contra actions
  - Fatigue – rest and relaxation
  - Headache – drink plenty of fluids, rest and relaxation
  - Thirst – drink plenty of fluids
  - Muscle ache - rest and relaxation
  - Nausea – cease treatment, encourage client to use breathing techniques, supply water, stay with client until nausea subsides
  - Emotional – cease treatment, stay with client, encourage breathing techniques, discuss with client continuation of the treatment
  - Frequent urination - drink plenty of fluids
  - Bruising – reassure client and offer explanation of reaction
  - Excessive erythema – reassure client and offer explanation of reaction
  - Allergy to massage medium – remove product with water, stay with client, seek medical advice or contact emergency services depending on the severity of the reaction
  - Light headedness - rest and offer a glass of water

Learners need to recognise the importance of and provide general and client specific advice and recommendations on completion of a treatment. Learners need to emphasise that the following advice is likely to maximise the benefits of the treatment and reduce the risk of adverse effects or contra-actions

- General advice and recommendation:
  - 12-24 hours following treatment:
    - no strenuous exercise
    - ensure light food intake
    - avoid stimulants
    - rest
    - increase fluid intake
    - allow medium to penetrate into the skin.

Learners need to be able to use the information gathered during a treatment and complete the client's record.

- Client advice and recommendation
  - avoidance of activities which may cause contra-actions eg UV exposure, heat treatments
  - recommend lifestyle changes
    - nutrition, exercise
  - postural awareness
  - skincare regime
  - further treatment and product recommendations

Learners need to understand the importance of providing aftercare advice and recommendations. Learners need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling:
  - additional services
  - additional products

- benefits of a course of treatments
- post treatment restrictions and future treatment needs
- modifications to lifestyle, posture and healthy eating to improve effectiveness of treatments
- products for home use that will benefit and protect the client and those to avoid and why
- how skin care routines can affect and improve the effectiveness of the treatment

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

- Methods of evaluating treatment:
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

For this unit it is essential that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice and hone their massage techniques. For this reason it is suggested that lessons are divided into two parts, the first session addressing the underpinning knowledge content of the unit and the second session focusing on practical tasks.

The pre-blended massage treatment should be delivered as an aromatherapy massage and not as an adapted Swedish massage

The massage techniques used should be adapted to reflect the needs of the client eg deep relaxation where tapotement is not used.

Learners should also develop their massage skills by learning application techniques using the soft surfaces of the forearms combined with deep tissue and muscle manipulation, to include the use of elbows and heels of hands and the therapist body weight.

A guide to commercial timings for massage treatments is shown below however it should be noted that this is a guide and can vary;

- Full body massage including face and scalp - 75mins
- Full body massage - 60mins
- Back massage - 30mins

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression. However it is strongly recommended that the learners are encouraged to practice their skills outside of the session in order to gain the competence and confidence that only comes with repetition.

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of formative assessment methods including, but not limited to, observations, case studies and assignments to develop confidence in preparation for the external synoptic assignment.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKABT16

## Suggested learning resources

### **Books**

Level 3 VRQ diploma in Beauty Therapy  
Published by: City and Guilds  
ISBN: 978 0 85193 2347

Gerrard, D; Beckmann, H

Body Massage for Holistic Therapist  
Nelson 2004  
ISBN: 978-0748776542

Francesca Gould

Body Massage 3<sup>rd</sup> edition  
Hodder Education 2012  
ISBN: 978-1444137118

Mo Rosser

Body Massage for the Beauty Therapist  
1996  
ISBN: 978-0750624534

Audrey Goldberg & Lucy McDonald

Massage Therapy 2<sup>nd</sup> edition  
Amazon 215

Adahi Flores

### **Journals and magazines**

Positive Health Magazine  
Today's Therapist Magazine  
Massage Therapy UK  
Therapy Magazine  
Massage World  
Guild Gazette (Guild of professional Beauty Therapists)  
Health and Beauty Magazine (Reed Business Information)  
Professional Beauty Magazine (Professional Beauty)

### **Websites**

Massage world

[www.massageworld.co.uk](http://www.massageworld.co.uk)

Therapy magazine

[www.therapymagazine.co.uk](http://www.therapymagazine.co.uk)

Massage therapy UK

[www.massagetherapy.co.uk](http://www.massagetherapy.co.uk)

Today's therapist

[www.todaystherapist.com](http://www.todaystherapist.com)

Positive Health

[www.positivehealth.com](http://www.positivehealth.com)

Professional Beauty

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

City & Guilds Learning resource

[www.smartscreen.co.uk](http://www.smartscreen.co.uk)

## Unit 304

## Provide facial electrotherapy treatments

<b>URN:</b>	J/507/4927
<b>Level:</b>	3
<b>GLH:</b>	90

### What is this unit about?

The purpose of this unit is to give the learners the knowledge; understanding and practical skills they need in order to prepare and perform facial electrotherapy treatments following health and safety practices.

The unit covers the preparation and safe application of techniques for facial electrotherapy to cover galvanic, electrical muscle stimulators, lymphatic drainage, mechanical massagers, micro current and skin warming devices

Learners will be introduced to the different electrical equipment which can be used to improve skin conditions. They will explore the theory associated with facial electrotherapy treatments, from skin characteristics to the relevant anatomy and physiology.

The unit covers the preparation and safe application techniques for facial electrotherapy to cover lymphatic drainage, direct and indirect high frequency, micro current, micro-dermabrasion and galvanic to include both desincrustation and iontophoresis.

This is a preparation for work unit which is based on capability and knowledge. The unit is about providing facial electrotherapy treatments. To carry out this unit learners will develop the necessary skills needed to provide with their client a thorough consultation and skin analysis so that they can formulate and provide a treatment plan and recommend a course of facial electrotherapy treatments tailored to suit the client's individual needs. Learners will analyse the methods used to evaluate the effectiveness of these treatments and learn how to give constructive and relevant aftercare advice and recommendations. This unit will also link to the sale of products and services

Learners may be introduced to this unit by asking themselves questions such as:

- How can facial electrotherapy be used to improve conditions such as pre-mature ageing, loss of muscle tone and dry lifeless skin?
- How can facial electrotherapy improve skin conditions?
- How do you assess the client to determine which treatment will be most effective?
- What scientific principles do I need to understand and how do these affect the skin?
- Are there any restrictions to having facial electrotherapy treatments?
- How often should treatments be performed and what products should be used and why?
- What advice can I give to clients for them to gain the best out of their treatment and future treatments

### Learning outcomes

In this unit, learners will be able to

1. Prepare for facial treatments using electrotherapy
2. Provide facial treatments using electrotherapy
3. Provide advice, recommendations and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

It is essential for this unit to be delivered alongside Anatomy and Physiology.

## Learning outcome:

### 1. Prepare for facial treatments using electrotherapy

## Topics

- 1.1 Health and Safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Communication and behavior
- 1.4 Consultation
- 1.5 The selection of equipment, products and consumables
- 1.6 Prepare themselves, the client and work area for facial electrotherapy treatments

**Topic 1.1:** Learners need to understand the Health and Safety working practices. Learners must also have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- prepare themselves and their clients to meet legal requirements and organisational code of practice.
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of clothes and jewellery as appropriate in the treatment area
- position client to meet needs of treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimize fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- carrying out a skin sensitivity test as necessary
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of sterilisation, cleaning, disinfection, disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition

- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand the following legislations and consider their influence to the provision of facial electrotherapy treatments:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protections Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental
  - temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable
  - minimising pollution, reducing and managing waste, reducing energy usage

Learners need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners need to understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave
  - Working cooperatively with others, following salon requirements, maintain clients privacy during treatment.

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important;

- Consultation techniques
  - recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism
  - the importance of communication with clients in a professional manner
  - how to complete a consultation taking into account the client's diverse needs
  - the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults
  - the importance of agreeing the treatment and outcomes to meet the client's needs
  - the legal requirements for storing and protecting client data.
  - The use of manual, visual and written information

Learners need to understand the correct methods for completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to carrying out the treatment
  - Ensure that guardian or parent is present throughout the treatment for minors

Learners need to understand the client's needs and establish the treatment objectives to include:

- Treatment objectives
  - Improved skin condition
  - Improved contour and muscle condition
  - Improved skin texture
  - Improved lymphatic drainage

Learners will need to understand how to create and prepare a treatment plan suitable for the individual client.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why.
  - recognising contra-indications that would prevent or restrict the treatment.
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner.
  - encouraging the client to seek medical advice.
  - explaining why the treatment may not be carried out.
  - modification/adaptation of treatment.
- Treatment related Contra-indications:
  - Prevent treatment: contagious skin diseases (fungal, bacterial, viral, infestations), severe eczema, severe psoriasis, severe skin conditions, deep vein thrombosis, eye infections, during chemotherapy, during radiotherapy, undiagnosed lumps and swellings

- Restrict treatment: recent scar tissue, skin disorders, skin allergies, product allergies, cuts and abrasions, epilepsy, uncontrolled diabetes, high/low blood pressure, metal pins/plates, undergoing medical treatment, micropigmentation, botox, dermal fillers, medication, pregnancy, piercings, anxiety, bruising, recent dermabrasion or chemical peels, IPL or laser and epliation treatments, heart disorder/disease, pacemaker, medication causing thinning or inflammation of the skin eg steroids, accutane and retinols

Learners must understand how to carry out a full facial analysis which includes skin types and conditions, characteristic and any adaptations that need be considered to include the following:

- Skin types:
  - Oily, dry, combination
- Skin conditions and characteristics:
  - sensitive, mature, dehydrated, congested, vascular, sun damaged, skin texture

**Topic 1.5:** Learners need to understand the selection of suitable, products, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective.

- Products:
  - cleansers, toners, exfoliators, masks, moisturisers, massage mediums, serums
  - machine specific products
- Equipment/ treatments:
  - High frequency – direct/indirect
  - Micro current
  - Micro dermabrasion
  - Galvanic – desincrustation, iontophoresis,
  - Lymphatic drainage eg vacuum suction, manual lymphatic drainage
  - Skin warming devices eg steamer, hot towel

**Topic 1.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for facial electrotherapy in accordance with health and safety legislation and industry guidelines including;

- presenting themselves appropriately: professional presentation as per organisational code of practice (hair up and away from face, short clean nails, minimal jewellery eg wedding band, small stud earrings)
- greeting the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- complying with Health and Safety working practices
- setting up the work area: couch, stool, trolley, towels, blankets
- selecting products and equipment to suit the treatment objectives
- documenting information on the client's record card
- obtaining signed informed consent to treatment

### Learning outcome:

#### 2. Provide facial treatments using electrotherapy

#### Topics

- 2.1 Principles of electrical currents
- 2.2 Carry out skin analysis and relevant tests
- 2.3 Use and adapt the equipment, tools and treatment

## 2.4 The benefits and effects of facial electrotherapy treatments

## 2.5 Provide facial electrotherapy treatment

**Topic 2.1:** Learners need to understand the principles of electrical currents used in the facial electro therapy equipment to include:

- direct current
- alternating current
- oscillating current
- modified direct current

**Topic 2.2:** Learners need to be able to carry out a detailed skin analysis with relevant tests and provide clear treatment recommendations to the client to include:

- Skin sensitivity tests: thermal, tactile
- use of a magnifying lamp
- detailed skin analysis to determine:
  - skin types
  - skin conditions, skin characteristics
  - skin imperfections
  - client concerns
- completing client records: devised treatment plan, client agreement

**Topic 2.3:** Learners need to understand how to use and adapt the range of facial electrotherapy equipment as stated in topic 2.2 to suit different skin types, conditions and treatment objectives.

Learners need to be able to identify how 'ageing' affects the skin and limits the effectiveness of facial electrical treatments.

Learners need to inform their clients of the sensation and noises created by the equipment, and explain the treatment procedure to the client at each stage of the process.

- Sensations:
  - Pins and needles
  - Prickling
  - Warmth
  - Metallic taste
- Noises:
  - Buzzing
  - Crackling

**Topic 2.4:** Learners need to understand the benefits and effects of the following pieces of electrical equipment as individual or combination treatments, to include:

- High frequency – direct/indirect
- Micro current
- Micro dermabrasion
- Galvanic – desincrustation, iontophoresis
- Lymphatic drainage eg vacuum suction, manual lymphatic drainage
- Skin warming devices eg facial steamers, hot towels

**Topic 2.5:** Learners need to consider each aspect of the consultation and skin analysis to select, adapt and use appropriate tools, equipment and products to suit the treatment objectives and agreed treatment plan.

Learners need to be able to provide facial treatment using electrotherapy in a professional manner by:

- following salon requirements
- working co-operatively with members of the team
- following health and safety practices when carrying out facial treatments using electrotherapy
- keeping the work area clean and tidy: dispose of waste materials to meet legal requirements
- using appropriate methods of sterilisation and disinfection eg autoclave, glass bead steriliser, UV cabinet, anti-bacterial sprays/wipes
- demonstrating different types of working methods that promote environmental and sustainable working practices:
- replacing lids on pots, decanting products, soiled consumables placed in lidded lined bin

Learners need to understand the importance of checking the client's wellbeing throughout the treatment and allow sufficient post-treatment recovery time

### **Learning outcome:**

#### **3. Provide advice, recommendations and treatment evaluation**

### **Topics**

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatment

**Topic 3.1:** Learners need to be able to recognise the difference between contra-actions and those which are a result of poor practice. They need to be able to state the action which should be taken if any of them occur either during or after the treatment.

- Contra-actions:
  - Galvanic burn
  - Bruising
  - Irritation
  - Allergic reaction
  - Excessive erythema
  - Hyper/hypo pigmentation

Learners need to recognise the importance of and provide general and client specific advice and recommendations on completion of a treatment. Learners need to emphasise that the following advice is likely to maximise the benefits of the treatment and reduce the risk of adverse effects or contra-actions.

- Advice and recommendations to include:
  - avoidance of activities which may cause contra-actions eg UV exposure, heat treatments
  - time intervals between treatments
  - present and future products and treatments
  - lifestyle factors and changes that may be required to improve the effectiveness of the treatment

- post treatment restrictions: avoid make-up, avoid touching the area

Learners need to understand the importance of providing aftercare advice and recommendations. Learners need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling:
  - additional services
  - additional products
  - benefits of a course of treatments
  - how skin care routines can affect and improve the effectiveness of the treatment
  - products for home use that will benefit and protect the client and those to avoid and why

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

- Methods of evaluating:
  - visual
  - verbal
  - written feedback
  - repeat business

## Guidance for delivery

It is recommended that learners hold a level 2 facial unit and that they can demonstrate with confidence a hands-on facial using a variety of techniques and products that are suitable for different skin types.

This unit should be delivered in a Realistic Learning Environment with a 'hands-on' approach working to industry standards. It is recommended that Tutors provide full procedural demonstrations to learners, including indications for use, benefits, use of appropriate products, machine settings and timings. Learners should be encouraged to experience the treatments and be given the opportunity to practise the techniques on one another, to gain confidence before progressing onto clients. This will enable them to describe the sensations to their clients and fully understand the importance of client modesty and positioning

A professional product range should be available for learners to use along with retail opportunities and learners should develop a professional knowledge of products and complimentary treatments to enhance the facial electrotherapy treatment. Learners should be encouraged to take advantage of retail opportunities, and suitable advice and recommendations should be stressed as part of the client care experience.

Learners should be encouraged to carry out case studies on clients to enable them to evaluate the client's skin following courses of recommended prescribed treatment plans and this will develop their confidence in preparation for the final synoptic assignment

A guide to commercial timings for a facial electrotherapy treatment is 75mins but this may vary according to the equipment used

Tutors should focus on positive values, behaviours and skills throughout their delivery. They should promote personal and professional ethics to encourage a willingness to learn, with a positive and flexible attitude, which allows learners to be team workers along with the ability to self manage. Tutors should reinforce the importance of professional and courteous behaviours when performing treatments, to ensure that clients receive a positive impression of both the organisation and the

therapist. This is an essential skill which will prepare the learners for employment, where the client/therapist relationship is of paramount importance.

Theory of the principles and practices can be taught alongside the practical or alternatively could be blended with body electrotherapy. Tutors should use a range of delivery methods to include lectures, presentations, use of internet, social networks and guest speakers, to promote understanding and generate group discussions on available new technologies and developments within the industry

Learners should use available resources to support their study and develop their knowledge, which may include the use of libraries, learning resource centres, websites, social networks and accessing research articles,

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updates/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order to gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKABT20

## Suggested learning resources

### **Books**

Level 3 VRQ Diploma in Beauty Therapy  
Published by: City and Guilds, 2013  
ISBN: 978 0 85193 2347

Gerrard D, Beckmann H

Professional Beauty Therapy: The Official Guide to Level 3  
Published by: Cengage Learning EMEA 2014  
ISBN: 978-1473710634

Nordmann L

Facials and Skincare in Essence  
Published by Hodder Education 2007  
ISBN: 978-0340926932

McGuinness H

Beauty Therapy S/NVQ level 3  
Published by Heinemann 2004  
ISBN: 978-0435456405h

Hiscock J & Stoddart E

### **Journals and magazines**

Professional beauty  
The Salon Magazine  
Vitality – BABTAC The British Association of Beauty Therapy and Cosmetology

Guild news

**Websites**

City and Guilds Smartscreen	<a href="http://www.cityandguilds.com/smartscreen">www.cityandguilds.com/smartscreen</a>
Professional beauty	<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>
HABIA	<a href="http://www.habia.org">www.habia.org</a>
BABTAC	<a href="http://www.babtac.com">www.babtac.com</a>
Dermalogica	<a href="http://www.dermalogica.co.uk">www.dermalogica.co.uk</a>
Elemis	<a href="http://www.elemis.com">www.elemis.com</a>
Guinot	<a href="http://www.uk.guinot.com">www.uk.guinot.com</a>

## Unit 305

## Provide body electrotherapy treatments

<b>URN:</b>	L/507/4928
<b>Level:</b>	3
<b>GLH:</b>	90

### What is this unit about?

The purpose of this unit is to give the learners the knowledge; understanding and practical skills they need in order to prepare and perform body electrotherapy treatments following health and safety practices.

The unit covers the preparation and safe application of techniques for body electrotherapy to cover galvanic, electrical muscle stimulators, lymphatic drainage, mechanical massagers, and skin warming devices.

Learners will be introduced to the different body electrical equipment which can be used to improve body and skin conditions. They will explore the theory associated with body electrotherapy treatments, from body characteristics and posture to the relevant anatomy and physiology.

This is a preparation for work unit which is based on capability and knowledge. The learners will develop the necessary skills needed to provide a thorough consultation and figure analysis with their client, so that they can formulate and provide a specific course of body treatments tailored to suit the individual needs. Learners will analyse the methods used to evaluate the effectiveness of these treatments and learn how to give constructive and relevant aftercare advice and recommendations. This unit will also link to the sale of products and services.

Learners may be introduced to this unit by asking themselves questions such as:

- How can body electrotherapy be used to improve conditions such as cellulite, sluggish circulation and poor muscle tone?
- How can body electrotherapy improve skin conditions?
- How do you assess the client to determine which treatment will be most effective?
- What are the effects of the different electrical currents on the body?
- Are there any restrictions to having body electrotherapy treatments?
- How often should treatments be performed and what products should be used and why?

### Learning outcomes:

In this unit, learners will be able to:

1. Prepare for body treatments using electrotherapy
2. Provide body treatments using electrotherapy
3. Provide advice, recommendations and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

It is essential for this unit to be delivered alongside Anatomy and Physiology.

## Learning outcome:

### 1. Prepare for body treatments using electrotherapy

#### Topics

- 1.1 Health and Safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Communication and behavior
- 1.4 Consultation
- 1.5 The selection of equipment, products and consumables
- 1.6 Prepare themselves, the client and work area for body electrotherapy treatments

**Topic 1.1:** Learners need to understand the Health and Safety working practices. Learners must also have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- prepare themselves and their clients to meet legal requirements and organisational code of practice.
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of clothes and jewellery as appropriate in the treatment area
- position client to meet needs of treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimize fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- carrying out a skin sensitivity test as necessary
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of sterilisation, cleaning, disinfection, disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition
- local by-laws specific to the treatment being conducted

- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand the following legislations and consider their influence to the provision of body electrotherapy treatments:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protections Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental
  - temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable
  - minimising pollution, reducing and managing waste, reducing energy usage.

Learners need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners need to understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave
  - Working cooperatively with others, following salon requirements, maintain clients privacy during treatment.

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important;

- Consultation Techniques

- recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism
- the importance of communication with clients in a professional manner
- how to complete a consultation taking into account the client's diverse needs
- the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults
- the importance of agreeing the treatment and outcomes to meet the client's needs
- the legal requirements for storing and protecting client data.
- The use of manual, visual and written information

Learners need to understand the correct methods for completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to carrying out the treatment
  - Ensure that guardian or parent is present throughout the treatment for minors

Learners need to understand the client's needs and establish the treatment objectives to include:

- Treatment objectives
  - Improved skin and body condition
  - Improved contour and muscle condition
  - Improved skin texture
  - Improved lymphatic drainage

Learners will need to understand how to create and prepare a treatment plan suitable for the individual client.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why.
  - recognising contra-indications that would prevent or restrict the treatment.
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner.
  - encouraging the client to seek medical advice.
  - explaining why the treatment may not be carried out.
  - modification/adaptation of treatment.
- Treatment related Contra-indications:
  - Prevent treatment: Contagious skin disease (fungal infection, bacterial infection, viral infection, infestations), severe skin conditions, dysfunction of the nervous system, recent scar tissue, undiagnosed lumps and swellings, treatment for cancer.
  - Restrict treatment: Undergoing medical treatment, uncontrolled diabetes, epilepsy, micro pigmentation, history of thrombosis or embolism, metal plates or pins, medication, pregnancy, piercings, anxiety, cuts and abrasions, bruises, IPL or laser and epilation, heart disorder/disease, pacemaker, high/low blood pressure.

Learners must understand how to carry out a full body analysis which includes knowledge of various body types, conditions, characteristics, postural faults and any adaptations that may need be considered to include the following:

- Body types:
  - Ectomorph, endomorph, mesomorph
- Body conditions:
  - Cellulite
  - Poor muscle tone
  - Sluggish circulation
  - Skin type
- Characteristics:
  - Hard fat, soft fat, cellulite, hairiness, muscle bulk, fat distribution
- Postural faults:
  - Kyphosis, scoliosis, lordosis, winged scapula, pelvic tilt, knock knees, bow legs, flat feet, high arch, dowager hump, pigeon chest, flat back
- Body analysis:
  - Use of a plumb line

Learners must understand different skin types, conditions and characteristics

- Skin types:
  - Dry, oily, combination
- Skin conditions and characteristics:
  - Mature, sensitive, dehydrated, texture of skin (thickness, thinness), skin elasticity

**Topic 1.5:** Learners need to understand the selection of suitable, products, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective.

- Products:
  - gels
  - serums
  - oils
  - creams/lotions
  - powder
- Tools and equipment:
  - galvanic
  - electro-muscle stimulators
  - mechanical massage (g5)
  - Lymphatic drainage equipment eg vacuum suction, manual lymphatic drainage
  - skin warming devices eg hot towel, infra-red, steamer

**Topic 1.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for body electrotherapy in accordance with health and safety legislation and industry guidelines

- present themselves appropriately: professional presentation as per organisational code of practice (hair up and away from face and short clean nails, unobtrusive jewelry)
- greet the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- perform a body analysis and pre-treatment sensitivity tests
- comply with Health and Safety working practices
- setting up the work area: couch, stool, trolley, towels, blankets
- select products, tools and equipment to suit the treatment objectives, body type and body condition.
- documenting information on the client's record card

- obtaining signed informed consent to treatment

### Learning outcome:

## 2. Provide body treatments using electrotherapy

### Topics

- 2.1 Principles of electrical currents
- 2.2 The benefits and effects of body electrotherapy treatment
- 2.3 Use and adapt equipment, tools and treatment
- 2.4 Carry out skin analysis and relevant tests
- 2.5 Provide body electrotherapy treatment

**Topic 2.1:** Learners need to understand the principles of electrical currents used in body electrotherapy equipment to include:

- Direct current
- Interrupted direct current
- Alternating current

**Topic 2.2:** Learners need to understand the benefits and effects of the following electrotherapy equipment as individual or combination treatments, to include:

- galvanic
- electro-muscle stimulators
- lymphatic drainage equipment
- mechanical massage (g5)
- skin warming devices eg hot towel, infra-red, steamer

**Topic 2.3:** Learners need to understand how to use and adapt the range of body electrotherapy equipment as stated in topic 2.2 to suit different body types, body conditions and treatment objectives.

Learners need to be able to identify how 'ageing' affects the body and skin, and limits the effectiveness of body electrical treatments.

Learners need to inform their clients of the sensation and noises created by the equipment, and explain the treatment procedure to the client at each stage of the process.

- Sensations:
  - Pins and needles
  - Prickling
  - Warmth
  - Vibrations
- Noises:
  - Buzzing

**Topic 2.4:** Learners need to be able to carry out a detailed skin and body analysis with relevant tests and provide clear treatment recommendations to the client to include:

- Body types
- Body conditions

- Body analysis

**Topic 2.5:** Learners need to consider each aspect of the consultation and skin analysis to select, adapt and use appropriate tools, equipment and products to suit the treatment objectives and agreed treatment plan

Learners need to be able to provide body treatment using electrotherapy in a professional manner by:

- following salon requirements
- working co-operatively with members of the team
- following health and safety practices when carrying out body treatments using electrotherapy
- keeping the work area clean and tidy: dispose of waste materials to meet legal requirements
- using appropriate methods of sterilisation and disinfection:
- UV cabinet, anti-bacterial sprays/wipes
- demonstrating different types of working methods that promote environmental and sustainable working practices:
- replacing lids on pots, decanting products, soiled consumables placed in lidded lined bin

Learners need to understand the importance of checking the client's wellbeing throughout the treatment and allow sufficient post-treatment recovery time.

### **Learning outcome:**

#### **3. Provide advice, recommendations and treatment evaluation**

#### **Topics**

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatments

**Topic 3.1:** Learners need to be able to recognise the difference between contra-actions and those which are a result of poor practice. They need to be able to state the action which should be taken if any of them occur either during or after the treatment.

- Contra-Actions:
  - galvanic burn
  - bruising
  - irritation
  - allergic reaction
  - excessive erythema
  - muscle fatigue

Learners need to recognise the importance of and provide general and client specific advice and recommendations on completion of a treatment. Learners need to emphasise that the following advice is likely to maximise the benefits of the treatment and reduce the risk of adverse effects or contra-actions.

- Advice and recommendations to include:
  - avoidance of activities which may cause contra-actions eg UV exposure, heat treatments

- time intervals between treatments
- present and future products and treatments.
- lifestyle factors and changes that may be required to improve the effectiveness of the treatment
- post treatment restrictions eg avoid touching the area

Learners need to understand the importance of providing aftercare advice and recommendations. Learners need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling:
  - additional services
  - additional products
  - benefits of a course of treatments
  - post treatment restrictions and future treatment needs
  - modifications to lifestyle, posture and healthy eating to improve effectiveness of treatments
  - products for home use that will benefit and protect the client and those to avoid and why
  - how skin care routines can affect and improve the effectiveness of the treatment

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

- Methods of evaluating treatment:
  - visual
  - verbal
  - written feedback
  - repeat business

## Guidance for delivery

It is recommended that the learners study body massage before this unit delivery to develop their knowledge, understanding and skills required for the preparation and application of body electrical treatments.

This unit should be delivered in a Realistic Learning Environment with learners being introduced to the main body electrotherapy treatments, to include: electrical muscle stimulation, lymphatic drainage, galvanic, mechanical massage. Skin warming devices which includes steamers, can be incorporated into back treatments eg back cleansing. It is recommended that Tutors provide full demonstration to learners, detailing the differences, including indications for use, suitable products, timings, machine settings and frequency. Learners should be encouraged to experience the treatments and be given the opportunity to practise the techniques on one another, before progressing onto clients. This will enable them to describe the sensations to their clients and fully understand the importance of client modesty.

Delivery should be mainly practical to engage and motivate the learners. Learners should be encouraged to generate ideas and explore possibilities for different needs to extend their knowledge and experience. They should be given opportunities to develop courses of treatment plans where equipment is used in conjunction with one another to maximise the effectiveness of the client objectives and this will develop their confidence in preparation for the final synoptic assignment.

A guide to commercial timings for a body electrotherapy treatment is 60mins but this may vary according to the agreed treatment plan and equipment or equipment combination used

Tutors must deliver the theory associated with preparing and providing body electrotherapy treatments to ensure essential knowledge of the principles of electrical currents and the relevant anatomy and physiology. Tutors should use a range of delivery methods to include lectures, presentations, use of internet, social networks and guest speakers, to promote understanding and generate group discussions on available new technologies and developments within the industry.

During this unit learners should develop a professional knowledge of products and complimentary treatments to enhance the body electrotherapy treatment. Learners should be encouraged to take advantage of retail opportunities, and suitable advice and recommendations should be stressed as part of the client care experience.

Tutors should focus on positive values, behaviours and skills throughout their delivery. They should promote personal and professional ethics to encourage a willingness to learn, with a positive and flexible attitude, which allows learners to be team workers along with the ability to self manage. Tutors should reinforce the importance of professional and courteous behaviours when performing treatments, to ensure that clients receive a positive impression of both the organisation and the therapist. This is an essential skill which will prepare the learners for employment, where the client/therapist relationship is of paramount importance.

Learners should use available resources to support their study and develop their knowledge, which may include the use of libraries, learning resource centres, websites, social networks and accessing research articles.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKABT21

## **Suggested learning resources**

### **Books**

Level 3 VRQ Diploma in Beauty Therapy  
Published by: City and Guilds, 2013  
ISBN: 978 0 85193 2347

Gerrard D, Beckmann H

Professional Beauty Therapy: The Official Guide to Level 3  
Published by: Cengage Learning EMEA 2014  
ISBN: 978-1473710634

Nordmann L

Beauty Therapy S/NVQ level 3  
Published by Heinemann 2004  
ISBN: 978-0435456405h

Hiscock J & Stoddart E

### ***Journals and magazines***

Guild Gazette (Guild of professional Beauty Therapists)  
Health and Beauty Magazine (Reed Business Information)  
Professional Beauty Magazine (Professional Beauty)

### ***Websites***

City & Guilds Learning resource  
Professional Beauty

<https://www.smartscreen.co.uk/>  
<http://www.professionalbeauty.co.uk>

## Unit 306

## Provide dry spa treatments

<b>URN:</b>	R/507/4929
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to understand the principles and practice of a variety of dry spa treatments in order to apply safe effective treatments to a variety of clients.

The unit covers the preparation and safe application techniques for dry spa treatments to cover cleansing, body brushing, exfoliation body masks and body wrapping.

This is a preparation for work unit which is based on capability and knowledge. The unit is about providing dry spa treatments. To carry out this unit the learners will develop the necessary skills needed to provide with their client a thorough consultation, skin and body analysis so that they can formulate and provide a treatment plan to suit the client's individual needs. Learners will analyse the methods used to evaluate the effectiveness of these treatments and learn how to give constructive and relevant aftercare advice and recommendations. This unit will also link to the sale of products and services

Learners may be introduced to this unit by asking themselves questions such as:

- How can I promote the variety of dry spa treatments?
- How do I set up the treatment room?
- Where do I purchase the necessary products?
- How can dry spa treatments improve my business?
- What is the difference between the various treatments and what is the most popular?
- What advice and recommendations can I give to my client during and following the dry spa treatment?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for dry spa treatments
2. Provide dry spa treatments
3. Provide advice, recommendations and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Prepare for dry spa treatments

## Topics

- 1.1 Health and Safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Communication and behaviour
- 1.4 Consultation
- 1.5 The selection of equipment, products and consumables
- 1.6 The preparation and application of dry spa treatments

**Topic 1.1:** Learners need to understand the Health and Safety working practices. Learners must also have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment.
- prepare themselves and their clients to meet legal requirements and organisational code of practice
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of clothes and jewellery as appropriate in the treatment area
- position client to meet needs of treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimize fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- carrying out a sensitivity test as necessary
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of sterilisation, disposal of contaminated and non-contaminated waste
- leaving the spa area in a suitable condition
- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand of the following legislations and consider their influence to the provision of dry spa treatments:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage.

Learners need to understand the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners need to understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave
  - Working cooperatively with others, following salon requirements, maintain clients privacy during treatment.

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important;

- Consultation Techniques
  - recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism
  - the importance of communication with clients in a professional manner
  - how to complete a consultation taking into account the client's diverse needs
  - the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults
  - the importance of agreeing the treatment and outcomes to meet the client's needs
  - the legal requirements for storing and protecting client data.
  - The use of manual, visual and written information

Learners need to understand the correct methods for completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to carrying out the treatment
  - Ensure that guardian or parent is present throughout the treatment for minors

Learners need to understand the client's needs and establish the treatment objectives to include:

- Treatment objectives
  - slimming
  - detoxifying
  - improving skin conditions

Learners will need to understand how to create and prepare a treatment plan suitable for the individual client.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They should also be able to state why specific contra-indications should not be named when referring clients to a medical practitioner including the following;

- Contra indications
  - the contra-indications that require medical referral and why
  - recognising contra-indications that would prevent or restrict the treatment
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner
  - encouraging the client to seek medical advice
  - explaining why the treatment may not be carried out
  - modification/adaptation of treatment
- Treatment related Contra-indications:
  - Prevent treatment: contagious skin diseases (fungal, bacterial, viral, infestations), severe eczema, severe psoriasis, severe skin conditions, deep vein thrombosis, during chemotherapy, during radiotherapy.
  - Restrict treatment: broken bones, recent fractures and sprains, cuts and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, uncontrolled diabetes, high/low blood pressure, , metals pins or plates, piercings, pregnancy, medications, varicose veins, undiagnosed lumps and swellings

Learners must understand how to carry out a full body analysis which includes knowledge of various body types, conditions, characteristics, postural faults and any adaptations that may need be considered to include the following:

- Body types:
  - Ectomorph, endomorph, mesomorph
- Body conditions:
  - Cellulite
  - Poor muscle tone
  - Sluggish circulation

- Skin type
- Characteristics:
  - Hard fat, soft fat, cellulite, hairiness, muscle bulk, fat distribution
- Postural faults:
  - Kyphosis, scoliosis, lordosis, winged scapula, pelvic tilt, knock knees, bow legs, flat feet, high arch, dowager hump, pigeon chest, flat back
- Body analysis:
  - Use of a plumb line

Learners must understand different skin types, conditions and characteristics

- Skin types:
  - Dry, oily, combination
- Skin conditions and characteristics:
  - Mature, sensitive, dehydrated, texture of skin (thickness, thinness), skin elasticity

**Topic 1.5:** Learners need to understand the selection of suitable, products, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective

- Products and consumables:
  - cleansers and exfoliators (to include manual and enzymatic)
  - body products:
    - seaweed, oils, mud, gels, creams
    - setting and non-setting
  - bandages
  - clear wrap
- Equipment:
  - couch, trolley, towels, bowls, spatulas, body brush, thermal blanket, mitts, shower (not essential but useful piece of equipment)

**Topic 1.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for dry spa treatment in accordance with health and safety legislation, industry guidelines

- present themselves appropriately: professional presentation as per organisational code of practice (hair up and away from face, short clean nails, minimal jewellery eg wedding band, small stud earrings)
- greet the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- comply with Health and Safety working practices
- setting up the work area: couch, stool, trolley, towels, blankets
- select products and equipment to suit the treatment objectives
- documenting information on the client's record card
- obtaining signed informed consent to treatment

## Learning outcome:

### 2. Provide dry spa treatments

#### Topics

2.1 Philosophy of dry spa treatments

2.2 Sensitivity test

## 2.3 Treatment objectives

## 2.4 Apply spa treatments

**Topic 2.1:** Learners need to understand the philosophy of dry spa treatments to include how treatments have evolved in the application and use of products.

Learners need to understand the physiological and psychological benefits of dry spa treatments

- Physiological effects and benefits of dry spa treatments:
  - increased blood circulation
  - improved skin condition
  - relaxation of muscles and release of tension
  - increased metabolism
  - enhanced lymphatic drainage/weight management
  - detoxification/fluid elimination
  - desquamation
  
- Psychological effects and benefits of dry spa treatments:
  - relaxation
  - sense of well-being
  - aids sleep patterns
  - stress relief

**Topic 2.2:** Learners need to understand the importance of skin sensitivity testing prior to the application of dry spa treatments. Learners need to understand:

- the reasons for carrying out skin sensitivity tests
- the importance of following manufacturer instructions
- the procedure for carrying out skin sensitivity/patch tests prior to treatment application
- the importance of recording the results

**Topic 2.3:** Learners need to understand the difference between compression, eg bandage and non-compression, eg foil blanket techniques, as well as their benefits and effects.

**Topic 2.4:** Learners need to be confident in using a range of dry spa treatments in order to achieve the treatment objectives and address the needs of the client.

- The application of individual dry spa treatments to include:
  - cleansing / exfoliation
  - body brushing
  - body masks
  - body wrapping (compression and non-compression)
  
- Treatment areas to include:
  - full body
  - legs anterior and posterior
  - back
  - abdomen / chest
  - arms
  
- Positioning to include:
  - positioning of the client to avoid putting undue stress on bones and joints or causing the client discomfort at any time throughout the treatment using supports and adjustable couches

- positioning of the therapist to avoid putting any undue stress on the joints of the fingers, wrists, spine, hips and knees using the relevant stance. Work stations are of the correct height.

Learners need to understand the importance of checking the client's wellbeing throughout the treatment and allow sufficient post-treatment recovery time

### Learning outcome:

### 3. Provide advice, recommendations and treatment evaluation

#### Topics

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatments

**Topic 3.1:** Learners need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They need to be able to state the action which should be taken if any of them occur either during or after the treatment.

Contra-actions:

- Fatigue – rest and relaxation
- Headache – drink plenty of fluids, rest and relaxation
- Thirst – drink plenty of fluids
- Muscle ache - rest and relaxation
- Nausea – cease treatment, encourage client to use breathing techniques, supply water, stay with client until nausea subsides
- Emotional – cease treatment, stay with client, encourage breathing techniques, discuss with client continuation of the treatment
- Frequent urination - drink plenty of fluids
- Excessive erythema – reassure client and offer explanation of reaction
- Allergy to product – remove product with water, stay with client, seek medical advice or contact emergency services depending on the severity of the reaction
- Light headedness - rest and offer a glass of water

Learners need to be able to state the correct advice and recommendations following a dry spa treatment and to understand the reasons for each piece of advice.

Advice and recommendations to include:

- the normal reaction which occur after treatment and how to deal with any abnormal reactions
- post treatment restrictions and the reasons for each eg heat treatments, UV exposure, strenuous exercise, stimulants
- future treatment needs:
- frequency/time interval between treatment according to individual client's needs
- importance of professional maintenance
- lifestyle, health and well-being
- suitable products for retail and home use eg nourishing, firming, detoxifying, skin conditioning products
- products to avoid post treatment and the reasons why
- ensure light food intake
- post-treatment relaxation

Additional advice and link selling

- additional services

- additional products
- benefits of a course of treatments
- how skin care routines can affect and improve the effectiveness of the treatment

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

Methods of evaluating:

- visual
- verbal
- written feedback
- repeat business

### Guidance for delivery

For this unit it is essential that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice their dry spa treatments and combining various treatments eg body brushing and body wrapping or body wrapping and body massage

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. In order to ensure consistent progression it is important to revisit all practical content in the unit regularly.

To maximise learners knowledge and skills this unit could be taught alongside the 'Monitor and maintain the client's spa journey' unit.

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

Delivery should be mainly practical to engage and motivate the learners. Learners should be encouraged to generate ideas and explore possibilities for different needs to extend their knowledge and experience.

This unit lends itself to a variety of formative assessment methods including, but not limited to, observations, case studies and assignments to develop confidence in preparation for the external synoptic assessment.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updates/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and

professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS - SKAST<sub>3</sub>

## Suggested learning resources

### **Books**

Level 3 VRQ Diploma in Beauty Therapy  
Published by: City and Guilds, 2013  
ISBN: 978 0 85193 2347

Gerrard D, Beckmann H

The Spa Book  
Cengage learning 2004  
ISBN: 978-1861529176

Crebbin-Bailey J, Harrington J

The Official Guide to Spa Therapy  
Cengage Learning 2006  
ISBN: 978-11844803125

Scott J, Harrison A

The Art and Science of Spa & Body Therapy  
EMS publishing  
ISBN: 978-1903348123

Foulston J

### **Journals and magazines**

Professional beauty

### **Websites**

Habia  
City & Guilds SmartScreen

<http://habia.org/>  
<https://www.smartscreen.co.uk/>

<b>URN:</b>	J/507/4930
<b>Level:</b>	3
<b>GLH:</b>	90

### What is this unit about?

The purpose of this unit is for learners to be able to effectively and safely remove hair using electrical epilation from different parts of the body and to understand the underlying causes of hair growth.

This is a preparation for work unit which is based on capability and knowledge. The unit is about providing short wave diathermy and blend epilation.

To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Electrical epilation is a skilled treatment which can make a huge difference to those who suffer from unwanted hair growth. In this unit learners will explore the underlying causes of hair growth and the different methods of providing electrical epilation in order to remove superfluous hair. The unit includes being able to carry out an effective consultation using a range of techniques to formulate a suitable treatment plan, according to the client's needs. Learners will be able to assess the factors involved and remove the hair effectively, using the most suitable methods.

Learners may be introduced to this unit by asking themselves questions such as:

- How do different cultures view superfluous hair growth?
- How can excess hair growth affect a person's emotional wellbeing?
- What approaches can I use if the client is uncomfortable about discussing their hair growth?
- How does electrical epilation work?
- What are the differences in the types of electrical epilation treatments that can be used?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for electrical epilation
2. Provide electrical epilation
3. Provide advice, recommendations and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Prepare for electrical epilation

## Topics

- 1.1 Health and safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Communication and behavior
- 1.4 Consultation
- 1.5 The selection of equipment, products and consumables
- 1.6 Prepare themselves, the client and work area for electrical epilation treatments

**Topic 1.1:** Learners need to understand the health and safety working practices. Learners must have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- prepare themselves and their clients to meet legal requirements and organisational code of practice.
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of clothes and jewellery as appropriate in the treatment area
- position client to meet needs of treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimize fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- carrying out a skin sensitivity test as necessary
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of sterilisation, cleaning, disinfection ,disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition
- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand the following legislations and consider their influence to the provision of electrical epilation treatments:

- Health And Safety At Work Act
- The Reporting Of Injuries, Diseases And Dangerous Occurrences Regulations (RIDDOR)
- The Health And Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control Of Substances Hazardous To Health Regulations (COSHH)
- The Electricity At Work Regulations
- The Environmental Protections Act
- The Management Of Health And Safety At Work Regulations
- The Health And Safety (Information For Employees) Regulations
- The Equality Act
- The Data Protection Act
- Personal Protective Equipment (PPE)
- National And Local Authority Licensing Regulation

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental
- Temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable
- Minimising pollution, reducing and managing waste, reducing energy usage.

Learners need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners must understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate:
  - speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave:
  - working cooperatively with others, following salon requirements, maintain clients privacy during treatment

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners will need to take into account the diverse needs of their clients to include:

- culture, religion, age, disability, gender and transgender.

**Topic 1.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important;

- Consultation Techniques

- recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism
- the importance of communication with clients in a professional manner
- how to complete a consultation taking into account the client's diverse needs
- the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults
- the importance of agreeing the treatment and outcomes to meet the client's needs
- the legal requirements for storing and protecting client data.
- The use of manual, visual and written information

Learners need to understand the correct methods for completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
- Obtain written, signed informed consent from the client prior to carrying out the treatment
- Ensure that guardian or parent is present throughout the treatment for minors

Learners need to understand the client's needs and establish the treatment objectives to include:

- Treatment objectives
  - Area being treated – face, body
  - Hair growth and hair type

Learners will need to understand how to create and prepare a treatment plan suitable for the individual client and understand the importance of giving information including the use of visual aids to assist the clients understanding of the hair growth cycle

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why.
  - recognising contra-indications that would prevent or restrict the treatment.
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner.
  - encouraging the client to seek medical advice.
  - explaining why the treatment may not be carried out.
  - modification/adaptation of treatment.
- Treatment related contra-indications:
  - Prevent treatment: heart disorders (unless GP approval has been given) pacemaker, haemophilia, cochlear implants, fungal infection, bacterial infection, viral infection, infestations, severe skin conditions, clients under 16 without medical approval, hepatitis (b), HIV/aids, cancer.
  - Restrict treatment: retinal a, roaccutane, steroid drugs, recent laser, recent microdermabrasion, chemical peels, hearing aid, psoriasis, eczema, acne, epilepsy, diabetes, metal pins and plates, piercings in the area and pregnancy, allergies to metals, cuts and abrasions, recent scar tissue (keloid), anxiety.

Learners must understand the necessity of checking current insurance policies for the delivery of electrical epilation and the potential problems of not doing so.

Learners must understand different skin and hair types and conditions and state why it is important to record and carry out a detailed hair and skin analysis to help formulate treatment plan

- skin type:
  - dry eg lacks oil, dry to touch, flakiness, fine texture, thin, tight, small pores, broken capillaries and ageing
  - oily eg shiny, slight thickening, sallow, coarse texture, enlarged pores, congestion, comedones
- hair types:
  - vellus eg fine
  - terminal eg coarse, curly, ingrown, compound
- conditions:
  - sensitive eg flushes easily, redness, react to products and heat
  - dehydrated eg lack moisture, fine lines, taut

They should also understand how skin sensitivity is affected by other skincare treatments and products which may inhibit electrical epilation, such as laser, glycolic peels and micro-dermabrasion and skin thinning medications.

Learners need to be able to state why the skin should be clean, oil free and dry before starting the treatment.

Learners must understand how to carry out a skin analysis which includes knowledge of skin types, conditions, characteristics and any adaptations that may need be considered to include the following:

- Skin types:
  - Dry, oily, combination
- Skin conditions and characteristics:
  - Mature, sensitive, dehydrated, texture of skin (thickness, thinness), skin elasticity

**Topic 1.5:** Learners need to understand the selection of suitable, products, tools, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective.

- products:
  - make-up remover
  - pre-treatment cleanser
  - after treatment cleanser
  - soothing product/anti-septic cream/gel
  - antiseptic hand cleanser
  - sterilising fluids
- tools and equipment:
  - magnifying lamp
  - blend and alternating current epilation unit(s)
  - accessories eg probe holder, foot pedal and electrode
  - sharps box

- sterilising equipment eg autoclave
- tweezers and wide range of disposable accessories
- probe type eg stainless steel, insulated steel, gold, two piece, one piece, different diameters and lengths
- consumables:
  - tissues
  - gloves
  - cotton wool
  - couch roll

Learners must understand how to select the appropriate probe type for the client treatment and the reasons for this eg hair and skin type, follicle depth, areas to be treated, follicle opening and heating pattern. They should also know the potential consequences of using a probe of the wrong size, type or length.

**Topic 1.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for facial electrotherapy in accordance with health and safety legislation, industry guidelines including;

- presenting themselves appropriately: professional presentation as per organisational code of practice (hair up and away from face, short clean nails, minimal jewellery eg wedding band, small stud earrings)
- greeting the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- complying with Health and Safety working practices
- setting up the work area: couch, stool, trolley, towels, blankets
- selecting products and equipment to suit the treatment objectives
- documenting information on the client's record card
- obtaining signed informed consent to treatment
- carrying out detailed skin and hair analysis
- selecting products and equipment to suit the treatment objectives and formulate a treatment plan to include:
  - medical history
  - causes of hair growth (hereditary, topical stimulation normal systemic changes eg puberty, pregnancy, menopause, stress; abnormal systemic changes eg cushing's syndrome, adrenal or pituitary tumours; surgical changes eg hysterectomy or removal of an endocrine gland)
  - severe emotional trauma
  - medication eg steroid drugs, hrt, anti-depressants, chemotherapy, contraceptive pill)
  - past and present hair management
- current skin care

### Learning outcome:

#### 2. Provide electrical epilation

#### Topics

2.1 Structure, functions and disorders of the endocrine system and their effect on hair growth

2.2 The consequences of inaccurate probing

- 2.3 The principles, uses and benefits of galvanic, short wave diathermy and blend
- 2.4 Electrical epilation techniques
- 2.5 Treatment areas
- 2.6 Carry out electrical epilation

**Topic 2.1:** Learners need to understand the structure and functions of the endocrine system including the following:

- structure:
  - endocrine glands – ductless
  - hormones – chemical messengers
  - receptor and target organs
  - location of primary endocrine glands
    - hypothalamus; pituitary; pineal, thyroid, parathyroids, thymus, pancreas, adrenals, gonads (ovaries and testes)
- functions:
  - hormone secretion directly into the blood stream
  - work in conjunction with the nervous system to maintain homeostasis
  - control effect on body's functions – emotion, appetite, sexual activity, metabolism, water balance, control reproductive cycle
  - activation/inhibition of immune system
- endocrine glands:
  - anterior pituitary - below hypothalamus
    - hormones:
      - thyroid stimulating hormone (tsh) - targets thyroid, regulates metabolism
      - adrenocorticotrophic hormone (acth) - targets cortex of suprarenal glands
      - human growth (somatotrophic) hormone (hgh) - targets hard tissues of the body, increases rate of growth and maintains size in adults
      - follicle stimulating hormone (fsh) - targets sexual organs, oestrogen and maturation of ovarian follicles in females and sperm production in males
      - luteinising hormone (lh) - targets sexual organs, prepares breasts for lactation and progesterone in female and testosterone in the male
      - lactogenic hormone (prolactin) - targets mammary glands, production of milk
  - posterior pituitary - behind anterior pituitary
    - hormones
      - antidiuretic hormone (adh) or vasopressin - targets kidneys and arteries, decreases urine production
      - oxytocin - targets uterus and breasts, stimulates labour and ejects milk from the nipple
  - pineal gland - within the brain
    - hormones
      - melatonin - regulate the 'body clock'
  - thyroid gland - wrapped around and trachea below larynx
    - hormones
      - thyroxine t<sub>3</sub>; target cells and tissues throughout the body; controls the basal metabolic rate
      - calcitonin; targets bones and kidneys to regulate calcium levels

- parathyroid glands - posterior surface of thyroid
  - hormones
    - parathormone pth - targets bones, regulates calcium/phosphorus levels, increases blood calcium levels and activates vitamin d
- thymus - upper anterior portion of the chest cavity just behind the sternum. awareness of the relationship with the lymphatic system
- pancreas - posterior to stomach, close to duodenum. awareness of the relationship between its endocrine and exocrine functions
  - hormones
    - insulin: target site – blood sugar; controls metabolism of carbohydrates and lowers blood sugar levels - islets of langerhans.
    - glucagon: target site – blood sugar, releases glycogen stored in the liver to raise blood sugar levels - islets of langerhans
- adrenal glands - superior to renal organs
  - hormones
    - mineralocorticoids – aldosterone: targets water content of tissues; regulates mineral content of body fluids, salt and water balance, blood pressure
    - glucocorticoids - cortisone (cortisol): targets liver, blood sugar, regulates carbohydrate metabolism, involvement in response to stress
    - sex hormones (androgens and oestrogen): target reproductive organs, development and functions of the sex organs, and the physical and psychological characteristics of both sexes
    - adrenaline - in conjunction with and stimulated by the sympathetic nervous system: controls 'fight or flight' mechanism
    - noradrenaline: target circulation, contract blood vessels and raises blood pressure
- female hormones:
  - hormones
    - oestrogen: affects secondary sexual characteristics in females; development of female reproductive system, external genitalia, uterus and breasts, regulates menstrual cycle
    - progesterone: affects structures involved in pregnancy, maintenance of pregnancy, development of the placenta, preparation of breast for lactation
- male hormones:
  - hormones
    - androgens: development of male reproductive system, male hair growth patterns, voice deepening, muscle bulk
    - testosterone: controls male secondary sex characteristics and promotes development of sperm in the testes
- disorders and diseases:
  - hyperthyroidism
  - hypothyroidism
  - diabetes mellitus (type 1 and 2)
  - diabetes insipidus
  - polycystic ovaries
  - cushings syndrome
  - addison's disease
  - hormone imbalance – puberty, menopause, pregnancy
  -

**Topic 2.2:** Learners need to understand the consequences of inaccurate probing to include:

- Probing too deep
- Probing too shallow
- Probing into the follicle wall
- Probing into the sebaceous gland
- applying current whilst inserting or removing probe
- using a probe which is too large
- using a probe which is too small

**Topic 2.3:** Learners need to understand the different types of current used to include:

- overview of the history of electrical epilation
- effects of each type of current
- methods of destruction of the hair
- suitability to hair type
- suitability to skin type
- moisture gradient and how it influences the treatment
- advantages and disadvantages of each method

**Topic 2.4:** Learners need to demonstrate that they can stretch and manipulate the skin correctly to achieve safe insertion and hair removal using the appropriate working pattern and the following techniques:

- two-way stretch
- three-way stretch

**Topic 2.5:** Learners need to be able to epilate hair from all of the treatment areas including:

- treatment areas:
  - lip
  - chin
  - neck
  - eyebrow
  - underarm
  - breast
  - bikini
  - abdomen

**Topic 2.6:** Learners need to be able to:

- correctly select size and type of probe most appropriate for client skin, hair type and follicle depth and prepare equipment for safe use
- illuminate and magnify the treatment area to ensure maximum visibility during the treatment
- stretch and manipulate the skin suitable for the area to be treated without distorting tissues
- correctly insert the probe into the hair follicle with regard to depth, direction and angle avoiding damage and contamination
- adjust the intensity and duration of current as necessary to suit moisture gradient hair type, skin reaction and client tolerance/pain threshold

- smoothly remove the hair without traction from different types of follicles
- work systematically to remove the hairs within a commercially accepted time
- adapting the treatment to suit client treatment needs, skin, hair types and conditions - which could include changing the method, changing the probe size for different hair, intensity of current, duration of current, spacing of insertions as necessary, changing the technique as necessary
- discontinue treatment if necessary
- soothe the area using suitable aftercare products

### Learning outcome:

### 3. Provide advice, recommendations and treatment evaluation

#### Topics

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatment

**Topic 3.1:** Learners need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They need to be able to state the action which should be taken if any of them occur either during or after the treatment.

Contra-actions:

- mild erythema
- localised swelling (oedema)
- Irritation
- minor blood spotting
- localised bruising

Adverse contra-actions:

- hyper or hypo pigmentation
- blanching
- bleeding
- bruising
- weeping follicles
- pitting and scarring

Learners need to understand the importance of providing general and client specific advice and recommendations on completion of a treatment. Learners need to emphasise that the following advice is likely to maximise the benefits of the treatment and reduce the risk of adverse effects or contra-actions.

Learners need to understand the importance of providing advice and recommendations. Learners need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

General advice and recommendations:

- frequency/time interval between treatment according to individual client's needs, skin and hair growth
- products which will be of benefit post treatment, soothing, cooling, vaso-constricting antiseptic
- products to avoid post treatment, and the reasons why, make-up perfumed and chemical products
- hair growth management to maintain treatment progress – cutting/trimming only, shaving occasionally if absolutely necessary
- avoid heat eg sauna, steam rooms
- avoid UV exposure
- avoid touching the area
- avoid tight restrictive clothing
- avoid swimming and any physical exertion for 24 hours
- avoid stimulation to the treated area eg electrical facial

Learners need to understand the constraints surrounding electrical epilation treatments such as cost, time, number of treatments, healing rate and client commitment, and the need for clients feedback on how skin tissue has healed following previous treatments.

Additional advice and link Selling:

- additional services
- additional products
- benefits of a course of treatments
- post treatment restrictions and future treatment needs
- how skin care routines can affect and improve the effectiveness of the treatment

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

Methods of evaluating:

- visual
- verbal
- written feedback
- repeat business

## Guidance for delivery

This unit should be delivered in both theory and practical sessions. There is overlap in this unit with the learning outcome relating to the structure and functions of the endocrine system in unit 302 Anatomy and Physiology, however there is additional depth of knowledge in this unit which is required for carrying out epilation treatments.

In practical sessions it is recommended that tutors provide full procedural demonstrations to learners, including indications for use, benefits, use of appropriate products, machine settings and timings. Students should be encouraged to work on the facial area as soon as possible. Stray eyebrows are a good starting point for this as the hair tends to be more pigmented, are more commonly straight, and easier to see than on other areas, and for many people it is the least painful area to have treated. It may be prudent to ensure that learners start using the diathermy alternating current as soon as they

are able to insert into the clients skin correctly with minimum sensation. Close monitoring of the practical work is necessary so practical classes should be arranged to ensure learners receive sufficient one to one with the tutor.

Learners should be encouraged to carry out case studies on clients to enable them to evaluate the client's hair growth and skin following courses of treatment and this will develop their confidence in preparation for employment

Tutors should focus on positive values, behaviours and skills throughout their delivery. They should promote personal and professional ethics to encourage a willingness to learn, with a positive and flexible attitude, which allows learners to be team workers along with the ability to self manage. Tutors should reinforce the importance of professional and courteous behaviours when carrying electrical epilation treatments, to ensure that clients receive a positive impression of both the organisation and the therapist. This is an essential skill which will prepare the learners for employment, where the client/therapist relationship is of paramount importance.

Tutors should use a range of delivery methods to include lectures, presentations, use of internet, social networks and guest speakers, to promote understanding and generate group discussions.

Learners should use available resources to support their study and develop their knowledge, which may include the use of libraries, learning resource centres, websites, social networks and accessing research articles.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKABT26

## Suggested learning resources

### **Books**

Level 3 VRQ Diploma in Beauty Therapy  
Published by: City & Guilds, 2013  
ISBN: 978 0 85193 2347

Gerrard, D.; Beckman, H

Electro-epilation: A Practical Approach  
Published by: Nelson Thornes  
ISBN-10: 0748763767  
ISBN-13: 978-0748763764

Morris, G.

Principles and Practice of Electrical Epilation

Godfrey, S.

Published by: Routledge, 3 edition, 2001

ISBN-10: 0750652268

ISBN-13: 978-0750652261

### ***Journals and magazines***

Professional Beauty magazine

Published by Trades Exhibitions Ltd

### ***Websites***

You tube video by Dectro International 3D animation shows hair removal using diathermy

<https://www.youtube.com/watch?v=mtqTlhtFYxo>

Images for the hair growth cycle

[www.google.co.uk/search?q=the+hair+growth+cycle&tbm=isch&tbo=u&source=univ&sa=X&ei=AiAdVcalEoSMaluBgYgM&ved=oCDAQsAQ&biw=1366&bih=673](http://www.google.co.uk/search?q=the+hair+growth+cycle&tbm=isch&tbo=u&source=univ&sa=X&ei=AiAdVcalEoSMaluBgYgM&ved=oCDAQsAQ&biw=1366&bih=673)

P & G

<http://pgbeautyscience.com>

<b>URN:</b>	L/507/4931
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to understand and apply the skills involved in preparing for and providing Indian head massage treatment. The ability to adapt massage techniques to suit individual client's needs and the environment in which the massage takes place is a crucial requirement. The ability to perform Indian head massage with and without the use of oils is also required.

To carry out the Indian head massage the learner will need to maintain effective health, safety and hygiene procedures throughout their work. They will also need to maintain personal appearance and demonstrate effective communication and consultation skills taking into consideration diverse needs.

This is a preparation for work unit which is based on capability and knowledge. The knowledge gained in this unit includes preparing for and providing Indian head massage. This unit will also include underpinning knowledge relating to the origins and traditions of Indian head massage and Ayurveda, the principles and practices of the seven primary chakras and their importance to the Indian head massage treatment and the anatomy and physiology of the head, neck and shoulders.

Learners may be introduced to this unit by asking themselves questions such as:

- How do I prepare for an Indian head massage treatment?
- What are the ideal environmental conditions needed in order to perform an Indian head massage treatment?
- How do I adapt the treatment to meet the client's needs?
- What advice and recommendations can I give to my client?
- How do I evaluate the Indian head massage treatment?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for Indian head massage
2. Provide Indian head massage
3. Provide advice, recommendations and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

It is essential for this unit to be delivered alongside Anatomy and Physiology.

## Learning outcome:

### 1. Prepare for Indian head massage

## Topics

- 1.1 Health and Safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Communication and behavior
- 1.4 Consultation
- 1.5 The selection of products, consumables and equipment
- 1.6 Prepare themselves, the client and work area for Indian head massage

**Topic 1.1:** Learners need to understand the Health and Safety working practices. Learners must also have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- prepare themselves and their clients to meet legal requirements and organisational code of practice
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of clothes and jewellery as appropriate in the treatment area
- position client to meet needs of treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimize fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of sterilisation, cleaning, disinfection ,disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition
- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand the following legislations and consider their influence to the provision of Indian head massage treatments:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protections Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental
  - temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable
  - minimising pollution, reducing and managing waste, reducing energy usage.

Learners need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners need to understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave
  - Working cooperatively with others, following salon requirements, maintain clients privacy during treatment.

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important;

- Consultation Techniques
  - recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism
  - the importance of communication with clients in a professional manner
  - how to complete a consultation taking into account the client's diverse needs
  - the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults

- the importance of agreeing the treatment and outcomes to meet the client's needs
- the legal requirements for storing and protecting client data.
- The use of manual, visual and written information

Learners need to understand the correct methods for completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to carrying out the treatment
  - Ensure that guardian or parent is present throughout the treatment for minors

Learners need to understand the client's needs and establish the treatment objectives to include:

- Treatment objectives
  - relaxation and sense of well-being
  - reduction of joint and muscle pain
  - invigoration and uplifting
  - improvement of skin and hair conditions

Learners will need to understand how to create and prepare a treatment plan suitable for the individual client.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why.
  - recognising contra-indications that would prevent or restrict the treatment.
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner.
  - encouraging the client to seek medical advice.
  - explaining why the treatment may not be carried out.
  - modification/adaptation of treatment.
- Treatment related Contra-indications:
  - Prevent treatment: contagious skin diseases (fungal, bacterial, viral, infestations), severe eczema, severe psoriasis, severe skin conditions, thrombosis, during chemotherapy, during radiotherapy, labyrinthitis
  - Restrict treatment: broken bones, recent fractures and sprains, cuts and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, uncontrolled diabetes, high/low blood pressure, metals pins or plates, piercings, pregnancy, medications, undiagnosed lumps and swellings, migraine

Learners must understand different skin and hair types, conditions and characteristics that may need be considered, including the following:

- Characteristics
  - hairiness, muscle bulk
- Skin types
  - dry, oily, combination

- skin conditions and characteristics
  - mature, sensitive, dehydrated, thinness of skin and elasticity
- Hair types and conditions
  - dry, oily, porous, chemically treated, heat damaged, fine, thick, coarse; scalp conditions eg alopecia, psoriasis, pityriasis capitis

**Topic 1.5:** Learners need to understand the selection of suitable, products, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective. They must also have knowledge of a variety of massage medium and their uses and be familiar with the effects, advantages and disadvantages.

- Products:
  - base oil: sesame oil, mustard oil, grapeseed oil, coconut oil, jojoba oil, almond oil, olive oil
  - pre-blended oil: relaxation and sense of well-being, joint and muscle pain, invigoration and uplifting , improvement of skin and hair conditions
- Consumables:
  - cotton pads/wool
  - tissues
  - bed roll
  - foot mat
  - paper cups
- Equipment:
  - treatment chair
  - trolley
  - clean towels
  - bowls/containers

**Topic 1.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for facial electrotherapy in accordance with health and safety legislation and industry guidelines including:

- presenting themselves appropriately: professional presentation as per organisational code of practice (hair up and away from face, short clean nails, minimal jewellery eg wedding band, small stud earrings)
- greeting the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- complying with Health and Safety working practices
- setting up the work area: couch, stool, trolley, towels, blankets
- selecting products and equipment to suit the treatment objectives
- documenting information on the client's record card
- obtaining signed informed consent to treatment

### **Learning outcome:**

#### **2. Provide Indian head massage**

### **Topics**

- 2.1 Evolution of Indian head massage
- 2.2 Massage techniques
- 2.3 Effects and benefits of Indian head massage
- 2.4 Provide Indian head massage

**Topic 2.1:** Learners need to understand the history and development of Indian head massage (champi) over time and recognise key persons and countries that have worked to encourage progress within the discipline, including the following:

- Key persons:
  - Narendra Mehta
- Countries:
  - India (Ayurveda), England

**Topic 2.2:** Learners must understand massage techniques and how each movement must be performed

- Effleurage
- Petrissage
  - Vibration
  - Friction
- Tapotement
- Chakra balancing (seven chakras)
- Marma points

Learners need to be able to identify the advantages of using techniques in a variety of ways to achieve their treatment objectives

**Topic 2.3:** Learners need to be able to recognise the effects of Indian Head massage and identify how to maximise the benefits to the client

- Physiological effects and benefits of Indian head massage:
  - increased blood circulation
  - increase in endorphins
  - improved skin and hair condition
  - relaxation of muscles and release of tension
  - increased metabolism
  - enhanced lymphatic drainage
  - desquamation
  - reduces tension headaches
  - improves sinus problems
  - reduces tinnitus
- Psychological effects and benefits of Indian head massage:
  - reduction of nervous tension
  - relaxation
  - sense of well-being
  - aids sleep patterns
  - stress relief

Learners must be able to use appropriate adaptations, massage techniques and products to suit the specific client and ensure that the benefits are maximised.

- Adaptations:
  - back/neck supports
  - depth, pressure and flow of massage
  - stance and transition of therapist movements
  - areas to be treated/avoided
  - positioning of chair
  - choice of techniques/products (taking into account allergies)
  - timings of treatment

**Topic 2.4:** Learners must be confident in using a range of Indian Head massage techniques on the following treatment areas in order to achieve the treatment objectives and address the needs of the client.

- Treatment areas:
  - face
  - scalp
  - back, neck and shoulders
  - arms/hands
  - chakras
- Positioning to include:
  - positioning of the client to avoid putting undue stress on bones and joints or causing the client discomfort at any time throughout the treatment using supports and adjustable chairs
  - positioning of the therapist to avoid putting any undue stress on the joints of the fingers, wrists, spine, hips and knees using the relevant stance

Learners need to understand the importance of checking the client's wellbeing throughout the treatment and allow sufficient post-treatment recovery time

### Learning outcome:

#### 3. Provide advice, recommendations and treatment evaluation

#### Topics

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatment

**Topic 3.1:** Learners need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They need to be able to state the action which should be taken if any of them occur either during or after the treatment, including:

- Contra-actions:
  - fatigue – rest and relaxation
  - headache – drink plenty of fluids, rest and relaxation
  - thirst – drink plenty of fluids
  - muscle ache - rest and relaxation
  - nausea – cease treatment, encourage client to use breathing techniques, supply water, stay with client until nausea subsides
  - emotional – cease treatment, stay with client, encourage breathing techniques, discuss with client continuation of the treatment
  - frequent urination - drink plenty of fluids
  - excessive erythema – reassure client and offer explanation of reaction
  - allergy to massage medium – remove product with water, stay with client, seek medical advice or contact emergency services depending on the severity of the reaction
  - light headedness - rest and offer a glass of water

Learners need to recognise the importance of and provide general and client specific advice and recommendations on completion of a treatment. Learners will need to emphasise that the following advice is likely to maximise the benefits of the treatment and reduce the risk of adverse effects or contra-actions.

- General advice and recommendation:

- 12-24 hours following treatment:
  - no strenuous exercise
  - ensure light food intake
  - avoid stimulants
  - rest
  - increase fluid intake
  - allow medium to penetrate into the skin and hair

Learners need to be able to use the information gathered during a treatment and complete the client's record.

- Client specific advice and recommendation:
  - recommend lifestyle changes
    - nutrition, exercise, relaxation methods
  - postural awareness
  - skin and hair care regime
  - suggest further treatment, recommend products
- Additional advice and link Selling:
  - additional services
  - additional products
  - benefits of a course of treatments
  - how skin and hair care routines can affect and improve the effectiveness of the treatment
  - post treatment restrictions and future treatment needs

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

- Methods of evaluating:
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

For this unit it is essential that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice develop their massage techniques. For this reason it is suggested that lessons are split into 2 with the first session addressing the underpinning knowledge content of the unit and the second session focusing on practical tasks.

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression. However it is strongly recommended that the learners are encouraged to practice their skills outside of the session in order to gain the confidence that only comes with repetition.

A guide to commercial timings for an Indian head massage treatment is 45 minutes but this may vary according to the agreed treatment plan

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of formative assessment methods including, but not limited to, observations, case studies and assignments to develop confidence in preparation for the final assessments.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKABT18

## Suggested learning resources

### **Books**

Level 3 VRQ diploma in Beauty Therapy  
Published by: City and Guilds  
ISBN: 978 0 85193 2347  
Gerrard, D; Beckmann, H

Indian Head Massage  
Hooder Education 2012  
ISBN: 978-1444168228  
McGuinness H

Indian Head Massage Discover the Power of Touch  
Thornson 2012  
Mehta N

Indian Head Massage the Essential Guide  
Create Space Independent Publishing 2014  
ISBN: 978-1495995798  
Dalglish M, Hart L

### **Journals and magazines**

Positive Health Magazine  
Today's Therapist Magazine  
Massage Therapy UK  
Therapy Magazine  
Massage World  
Guild Gazette (Guild of professional Beauty Therapists)  
Health and Beauty Magazine (Reed Business Information)  
Professional Beauty Magazine (Professional Beauty)

## **Websites**

Massage world	<a href="http://www.massageworld.co.uk">www.massageworld.co.uk</a>
Therapy magazine	<a href="http://www.therapymagazine.co.uk">www.therapymagazine.co.uk</a>
Massage therapy UK	<a href="http://www.massagetherapy.co.uk">www.massagetherapy.co.uk</a>
Today's therapist	<a href="http://www.todaystherapist.com">www.todaystherapist.com</a>
Positive Health	<a href="http://www.positivehealth.com">www.positivehealth.com</a>
City & Guilds Learning resource	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Professional Beauty	<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>

<b>URN:</b>	R/507/4932
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to prepare and provide safe effective self-tanning treatments to clients. Learners will understand the theory of UV tanning and the dangers that are associated with UV tanning.

Tanning treatments have increased in the industry over the last 10 years with a need to add this to their treatment regime to enhance beauty. The variety of tanning products on the market is forever increasing with paraben free products, perfume free and added aromatherapy oils to make the tan smell nice. The increase in self-tanning as opposed to UV tanning is on the increase to ensure the skin is not in danger from sunbeds and the UV rays that they emit.

In this unit you will learn how to select the correct product/ treatment for your client and master the techniques of application to ensure an even and balanced tan.

This is a preparation for work unit which is based on capability and knowledge. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work, be confident in the knowledge and understanding of the treatment and successfully complete a self-tanning techniques within the industry expected time.

Learners may be introduced to this unit by asking themselves questions such as:

- How long will this spray tan treatment take to complete?
- What range of tanning products are available to use?
- How long does a spray tan last for?
- What is the difference on the skin of using self tanning products and sunbeds?
- What are the salon legislations for UV tanning?

### Learning outcomes

In this unit, learners will be able to:

1. Risks and dangers associated with UV tanning
2. Prepare for self-tanning
3. Provide self-tanning
4. Provide advice, recommendations and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Risks and dangers associated with UV tanning

### Topics

1.1 Risks and dangers of UV tanning

1.2 Safe tanning guidelines

1.3 The histology of skin conditions and skin cancer

**Topic 1.1:** Learners need to understand the dangers of UV tanning and the UV spectrum including:

- UVA rays
- UVB rays
- UVC rays
- Sources of UV eg sun light and equipment

**Topic 1.2:** Learners need to understand the importance of safe tanning guidelines in relation to UV to include:

- Skin type classification – Fitzpatrick scale
- Sun Protection Factor (SPF)
- The dangers of over exposure
- Equipment regulations
- EU regulations

Learners need to understand the chemicals and ingredients used in self-tanning products and the importance of personal protection to include:

- chemicals and ingredients
  - Enhancers
  - Dihydroxyacetone
- Personal protection
  - sunglasses, hats, clothing
  - parts of the skin affected by self tanning e.g. Melanocyte and melanin

**Topic 1.3:** Learners need to have basic knowledge of skin cancer and UV related skin conditions to include:

- Type of skin cancer:
  - Malignant melanoma
  - Basal cell carcinoma
  - Squamous cell carcinoma
  - Rodent ulcer
  - Prickly heat
- Skin conditions

- Hyper and Hypo pigmentation
- Lentigines
- Solar keratosis

### Learning outcome:

## 2. Prepare for self-tanning

- 2.1 Health and Safety working practices
- 2.2 Environmental and sustainable working practices
- 2.3 Communication and behavior
- 2.4 Consultation
- 2.5 The selection of equipment, products and consumables
- 2.6 Prepare themselves, the client and work area for self-tanning

**Topic 2.1:** Learners must understand Health and Safety working practices. Learners must also have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- preparation of themselves and their clients to meet legal requirements and organisational code of practice
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- removal of client accessories in the area being treated
- positioning of the client to meet needs of the treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimise fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of cleaning, disinfection, sterilisation, disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition
- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand the following legislations and consider their influence on the provision of tanning treatments:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protections Act

- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

**Topic 2.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental
  - temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable
  - minimising pollution, reducing and managing waste, reducing energy usage.

Learners need to understand the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 2.3:** Learners need to understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave
  - Working cooperatively with others, following salon requirements, maintain clients privacy during treatment.

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender.

**Topic 2.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important;

- Consultation Techniques
  - recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism
  - the importance of communication with clients in a professional manner
  - how to complete a consultation taking into account the client's diverse needs
  - the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults
  - the importance of agreeing the treatment and outcomes to meet the client's needs
  - the legal requirements for storing and protecting client data.
  - The use of manual, visual and written information

Learners need to understand the correct methods for completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and

storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to carrying out the treatment
  - Ensure that guardian or parent is present throughout the treatment for minors

Learners need to understand the client's needs and establish the treatment objectives to include:

- Treatment objectives
  - Tanning methods (manual, spray)
  - Depth of colour
  - Areas to be treated

Learners will need to understand how to create and prepare a treatment plan suitable for the individual client.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why.
  - recognising contra-indications that would prevent or restrict the treatment.
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner.
  - encouraging the client to seek medical advice.
  - explaining why the treatment may not be carried out.
  - modification/adaptation of treatment.
- Treatment related Contra-indications:
  - Prevent treatment: contagious skin diseases (fungal, bacterial, viral, infestations), severe eczema, severe psoriasis, severe skin conditions, deep vein thrombosis, during chemotherapy, during radiotherapy.
  - Restrict treatment: broken bones, recent fractures and sprains, cuts and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, uncontrolled diabetes, high/low blood pressure, metals pins or plates, piercings, pregnancy, medications, varicose veins, undiagnosed lumps and swellings

Learners need to understand the importance of why a skin sensitivity/patch test may be required prior to carrying out self-tanning.

- the importance of following manufacturer instructions
- the procedure for carrying out skin sensitivity/patch tests prior to the application
- the importance of recording the results

**Topic 2.5:** Learners need to understand the selection of suitable, products, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective.

- Products:
  - skin cleansing products, exfoliators, moisturizers, barrier cream, tan remover
  - tanning lotion, creams, gels, mousse, spray tanning solution, DHA drops
- Consumables:

- tissues, cotton buds, couch roll
- hair caps/nets, disposable underwear, foot protectors, towels, PPE, buffing mitt
- Equipment:
  - tanning tent
  - spray compressor equipment
  - extractor fan

**Topic 2.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for a tanning treatment in accordance with health and safety legislation and industry guidelines, including;

- presenting themselves appropriately: professional presentation as per industry code of practice (hair secured away from face and maintained clean short nails, minimal jewellery eg wedding band, small stud earrings)
- greeting the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- complying with Health and Safety working practices
- documenting information on client's record card
- selecting products and equipment to suit the treatment objectives
- obtaining signed informed consent to treatment

### Learning outcome:

#### 2. Provide self-tanning

#### Topics

2.1 Apply manual tanning techniques

2.2 Apply spray tanning techniques

**Topic 2.1:** Learners need to be able to apply manual tanning techniques to include:

- cleansing, exfoliating
- barrier cream/ moisturiser application
- applying manual tanning product evenly
- buffing

**Topic 2.2:** Learners need to be able to apply spray tanning techniques to include:

- exfoliating or advice on exfoliation 24 – 48 hours prior to tan
- barrier cream/ moisturiser application
- applying spray tanning product evenly
- removal of any excess product

Learners need to understand the importance of checking the client's wellbeing throughout the treatment.

### Learning outcome:

#### 3. Provide advice, recommendations and treatment evaluation

#### Topics

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatment

**Topic 3.1:** Learners need to be able to recognise the contra- actions and the action which should be taken if any of them occur either during or after the treatment.

- Contra-actions:

- Itching
- allergic reaction
- erythema
- hair discoloration
- uneven colour/patchiness
- respiratory irritation

Learners need to recognise the importance of and provide general and client specific advice and recommendations on completion of a self-tan treatment. Learners will need to emphasise that the following advice is likely to maximise the benefits of the treatment and reduce the risk of adverse effects or contra-actions.

- Advice and recommendations to include:
  - Allowing adequate time to dry
  - Avoid tight clothing
  - Development time
  - Moisturise daily
  - Pat dry after showering
  - suitable products for retail and home use
  - advice on activities to avoid
  - exfoliation advice

Learners need to understand the importance of providing aftercare advice and recommendations. Learners need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link Selling:
  - additional services
  - additional products
  - how skin care routines for face and body can affect and improve the effectiveness of the treatment

**Topic 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

- Methods of evaluating:
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

Learners will require support from the tutor during the practical learning activities and theory based learning. They will need to engage during practical activities to deliver the tanning activity to a required level to pass and complete the unit.

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression.

This unit lends itself to a variety of formative assessment methods including, but not limited to, observations, assignments to develop confidence in preparation for the final assessments.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

## Suggested learning resources

### **Books**

Level 3 VRQ Diploma in Beauty Therapy  
Published by: City and Guilds, 2013  
ISBN: 978 0 85193 2347  
Gerrard D, Beckmann H

Professional Beauty Therapy: The Official Guide to Level 3  
Published by: Cengage Learning EMEA 2014  
ISBN: 978-1473710634  
Nordmann L

### **Website**

Sienna	<a href="http://sienna-x.co.uk">http://sienna-x.co.uk</a>
Sunless solutions	<a href="http://www.sunless-solutions.co.uk">http://www.sunless-solutions.co.uk</a>
Fake Bake	<a href="http://www.fakebake.co.uk">www.fakebake.co.uk</a>
Habia	<a href="http://www.habia.org">www.habia.org</a>
Professional Beauty	<a href="http://www.professionalbeauty.co.uk">www.professionalbeauty.co.uk</a>
St Tropez	<a href="http://www.st-tropez.com">www.st-tropez.com</a>

<b>URN:</b>	Y/507/4933
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to understand the principles and practice of a variety of spa treatment area in order to monitor safe effective treatments to a wide variety of clients.

This is a preparation for work unit which is based on capability and knowledge the unit is about monitoring and maintaining the spa area. The knowledge and practical skill achieved in this unit includes preparing, monitoring and maintaining spa equipment which includes sauna, steam, ice room, hydro-therapy plunge pool, vichy showers, thalasso and flotation. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

Learners may be introduced to this unit by asking themselves such as:

- What spa treatments are best suited to a particular person?
- How do I set up a sauna, steam and spa area?
- What is meant by the term 'spa journey'?
- How do I maintain the treatment areas?
- How can spa treatments improve my business?
- What are the benefits of spa treatments?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare the spa treatment area
2. Monitor a client spa journey
3. Facilitate the client's spa journey

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Prepare the spa treatment area

## Topics

- 1.1 Health and Safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Benefits and effects of spa treatments
- 1.4 General preparation of the spa area

**Topic 1.1:** Learners must understand Health and safety working practices. They must also understand industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- prepare themselves and their clients to meet legal requirements and organisational code of practice
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of clothes and jewellery as appropriate in the treatment area
- position client to meet needs of treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimize fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of sterilisation, cleaning, disinfection, disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition
- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand the following legislations and consider their influence to the provision of spa treatments:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

Learners need to understand Health and Safety working practices including:

- the importance of keeping the spa area clean and tidy
- the methods of cleaning, disinfection and sterilisation
- the methods of working safely and hygienically to avoid the risk of cross- infection
- the hazards and risks which exist in the workplace and the safe working practices that must be followed
- suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which must be followed
- the legal requirements for waste disposal

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental: temperature, humidity, water levels, chemical concentration, treatment time, ventilation, ambience of the environment, lighting
- Sustainable: minimising pollution, reducing and managing waste, reducing energy usage

Learners need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners need to understand the spa treatment areas, and have knowledge of the benefits and effects on the body and mind to include:

- Spa treatment areas:
  - sauna
  - steam
  - ice room
  - flotation
  - hydrotherapy
  - plunge pool
  - relaxation area
  - thalasso
  - vichy showers

**Topic 1.4:** Learners need to understand the importance of general preparation of the spa area to include the testing of:

- temperature and humidity
  - the recommended operating temperatures and humidity levels for spa equipment and treatment areas
- water levels
  - regular monitoring of water levels and checking filters
- chemical concentration/levels

- spa procedures for monitoring chemical levels

## Learning outcome:

### 2 Monitor a client spa journey

#### Topics

- 2.1 Communication and behaviour
- 2.2 Introduction to a Spa tour
- 2.3 Consultation
- 2.4 Contra-indications

**Topic 2.1:** Learners need to understand that they must communicate and behave in a professional manner with clients in the spa area, especially when it comes to communicating about potentially sensitive matters

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions.
- Behave
  - Working cooperatively with others, following spa requirements.

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease:

- Verbal
  - questioning techniques, language used and tone of voice
- non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender

**Topic 2.2:** Learners need to understand the importance of carrying out a tour of the spa facilities and a full client induction before they use these facilities, including:

- Where the changing areas are
- Importance of showering prior to using the facilities
- Appropriate clothing to wear in the spa
- Introduction to each piece of equipment
- Features of benefits of using the spa

**Topic 2.3:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important

- Consultation techniques:
  - the importance of communication with clients in a professional manner
  - the importance of performing sensitivity test to ensure the client is suitable for heat treatments
  - give the clients advice and recommendation on the facilities available
  - how to complete a consultation taking into account the client's diverse needs
  - the legal requirements for providing treatments to minors under 16 years of age
  - the importance of agreeing the treatment and outcomes to meet the client's needs
  - the legal requirements for storing and protecting client data
  - use of: manual, visual and written information

Learners need to understand the correct methods of completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and

the reasons for this. Learners must be able to state the legal requirement for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to using the spa facilities

**Topic 2.4:** Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why
  - recognising contra-indications that would prevent or restrict the treatment
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner
  - encouraging the client to seek medical advice
  - explaining why the treatment may not be carried out
  - modification/adaptation of treatment
- Treatment related contra-indications:
  - Prevent treatment: fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions, during chemotherapy, during radiotherapy, dysfunction of nervous system, high/low blood pressure, sun burn, pregnancy
  - Restrict treatment: broken bones, recent scar tissue, skin disorders, skin allergies, cuts and abrasions, product allergies, epilepsy, diabetes, undiagnosed lumps and swellings, respiratory conditions, circulatory condition.

### Learning outcome:

## 3. Facilitate the client's spa journey

### Topics

3.1 Prepare and maintain the spa area

3.2 Carry out and monitor the spa treatment including safety and wellbeing of the client

3.3 Give advice and recommendations

3.4 Shut down the spa area

**Topic 3.1:** Learners need to be able to complete the relevant operational check-list for the spa set up and maintenance notifying senior management of any discrepancies to include the following:

- environment:
  - temperature
  - humidity
  - water levels
  - water hygiene
  - chemical concentration
  - ventilation
  - ambience of the environment
  - lighting
  - consumables

Learners need to demonstrate the correct set up of the spa facilities.

**Topic 3.2:** Learners need to be able to prepare a client for a spa treatment, to include at least three of the following areas:

- sauna
- steam
- ice room
- flotation
- hydrotherapy
- plunge pool
- thalasso
- vichy showers

Learners need to understand the importance of client's health and well-being throughout their spa experience including: Stinging, watery eyes, allergic reaction

Learners need to be able to monitor clients health and well-being in the spa to include:

- fluid intake and why it is important
- equipment and temperature checks
- treatment durations and the risks to the clients of exceeding the times
- rest and relaxation in between each treatments
- health and safety
- replenishing consumables, products and equipment
- maintenance of changing rooms and shower/wet areas

**Topic 3.3:** Learners need to be able to recognise the difference between contra-actions and those which are a result of poor practice. They need to be able to state the action which should be taken if any of them occur either during or after the treatment.

- Fatigue – rest and relaxation
- Headache – drink plenty of fluids, rest and relaxation
- Thirst – drink plenty of fluids
- Nausea – cease treatment, encourage client to use breathing techniques, supply water, stay with client until nausea subsides
- Frequent urination - drink plenty of fluids
- Excessive erythema – reassure client and offer explanation of reaction
- Light headedness, fainting - rest and offer a glass of water.

Learners need to be able to state the correct advice and recommendations following a spa experience and to understand the reasons for each piece of advice.

- Advice and recommendations:
  - the normal reaction which occur after treatment and how to deal with any abnormal reactions
  - post treatment restrictions and the reasons for each
  - future treatment needs
  - frequency/time interval between treatment according to individual client's needs
  - importance of professional maintenance
  - lifestyle, health and well-being
  - suitable products for retail and home use
  - activities and products to avoid post treatment and the reasons why
  - ensure light food intake
  - post-treatment relaxation
- Products which will be of benefit post treatment:
  - nourishing, firming, detoxifying, skin conditioning products
- Post treatment restrictions:
  - heat treatments, UV exposure, strenuous exercise, stimulants.

- Additional advice and link selling:
  - additional services
  - additional products
  - modifications to lifestyle, posture and healthy eating to improve effectiveness of treatments
  - products for home use that will benefit and protect the client and those to avoid and why

Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

- Methods of evaluating:
  - visual
  - verbal
  - written feedback
  - repeat business

**Topic 3.4:** Learners need to be able to complete the relevant operational check-list for the spa close down and notify senior management of any discrepancies to include the following:

- facilities – turn off, empty, clean, ventilate
- replenish - towels, gowns, slippers, body wash, body lotion, shampoo, conditioner

### Guidance for delivery

This unit should be delivered in a realistic learning environment with learners being introduced to the spa area. It is recommended that tutors provide full demonstration of the necessary tests when monitoring and maintaining the spa area prior to the opening.

As part of monitoring the spa area learners should be encouraged to carry out a risk assessment for the spa and wet areas.

Learners should be encouraged to practise the induction and consultation skills with their peers, before progressing onto clients.

Delivery should be mainly practical to engage and motivate the learners. Learners should be encouraged to generate ideas and explore possibilities for different needs to extend their knowledge and experience.

Tutors should focus on positive values, behaviours and skills throughout their delivery. They should promote personal and professional ethics to encourage a willingness to learn, with a positive and flexible attitude, which allows learners to be team workers along with the ability to self-manage. Tutors should reinforce the importance of professional and courteous behaviours when monitoring and maintaining spa duties to ensure that clients receive a positive impression of both the organisation and the therapist. This is an essential skill which will prepare the learners for employment, where the client/therapist relationship is of paramount importance.

Learners should use available resources to support their study and develop their knowledge, which may include the use of libraries, learning resource centres, websites, social networks and accessing research articles.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional

development should include reading journals/articles/books; social media and networks for information/updating/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKAST<sub>2</sub>

## Suggested learning resources

### **Books**

Level 3 VRQ diploma in Beauty Therapy  
Published by: City and Guilds  
ISBN: 978 0 85193 2347

Gerrard, D; Beckmann, H

The Spa Book  
Cengage learning 2004  
ISBN: 978-1861529176

Crebbin-Bailey J, Harrington J

The Official Guide to Spa Therapy  
Cengage Learning 2006  
ISBN: 978-11844803125

Scott J, Harrison A

The Art and Science of Spa & Body Therapy  
EMS publishing  
ISBN: 978-1903348123

Foulston J

### **Journals and magazines**

Professional beauty

### **Websites**

Habia

<http://habia.org/>

SmartScreen

<https://www.smartscreen.co.uk/>

## Unit 311

## Provide individual semi-permanent lash treatments

<b>URN:</b>	D/507/4934
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to be able to apply, maintain and remove individual semi-permanent lashes.

Lashes have come a long way. For centuries, women have tried to enhance and beautify their lashes. Around 400 BC Ancient Greek women rubbed powdery black incense into their eyelashes. These days a trip to the salon is an easier and longer-lasting solution. In this unit you will learn how to select the correct lashes for the client, and will master the techniques of application to give the clients a set of professional lashes.

This is a preparation for work unit which is based on capability and knowledge combined together. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work, be confident in the knowledge and understanding of the treatment and be able to successfully complete a full set of individual semi-permanent lashes within the commercially viable time.

Learners may be introduced to this unit by asking themselves questions such as:

- What are the salon legislations for applying individual semi-permanent lashes?
- How long does it take to apply a full set of individual semi-permanent lashes?
- How can the eye shape affect the lash selection?
- How are the natural lashes affected?
- How long can the individual semi-permanent lashes last for?
- What advice and recommendations should be provided?

### Learning outcomes:

In this unit, learners will be able to

1. Prepare for individual semi-permanent lashes
2. Apply individual semi-permanent lashes
3. Provide advice, recommendations and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

It is essential for this unit to be delivered alongside Anatomy and Physiology.

### Learning outcome:

#### 1. Prepare for individual semi-permanent lashes

- 1.1 Health and Safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Communication and behavior
- 1.4 Consultation
- 1.5 The selection of equipment, products and consumables
- 1.6 Prepare themselves, the client and work area for body massage

**Topic 1.1:** Learners need to understand the Health and Safety working practices. Learners must also have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- prepare themselves and their clients to meet legal requirements and organisational code of practice
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of clothes and jewellery as appropriate in the treatment area
- position client to meet needs of treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimize fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- carrying out a skin sensitivity test as necessary
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of sterilisation, cleaning, disinfection, disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition
- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners will need to understand the following legislations and consider their influence on the provision of semi-permanent lashes

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental
  - temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable
  - minimising pollution, reducing and managing waste, reducing energy usage

Learners need to understand the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners need to understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave
  - Working cooperatively with others, following salon requirements, maintain clients privacy during treatment.

Learners need to understand how verbal and non-verbal consultation techniques can be used to both put the client at ease,

- Verbal
  - questioning techniques, language used and tone of voice
- non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important:

- Consultation techniques
  - Recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism etc
  - the importance of communication with clients in a professional manner
  - how to complete a consultation taking into account the client's diverse needs

- the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults
- the importance of agreeing the treatment and outcomes to meet the client's needs
- the legal requirements for storing and protecting client data
- The use of manual, visual and written information

Learners need to understand the correct methods of completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to carrying out the treatment
  - Ensure that guardian or parent is present throughout the treatment for minors

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why
  - recognising contra-indications that would prevent or restrict the treatment
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner
  - encouraging the client to seek medical advice
  - explaining why the treatment may not be carried out
  - modification/adaptation of treatment
- Treatment related contra-indications:
  - Prevent treatment: severe skin conditions around the eye area, eye infections (eg conjunctivitis, styes), during chemotherapy and radiotherapy, trichotillomania, recent eye surgery
  - Restrict treatment: cuts and abrasions, recent scar tissue, skin disorders (eg eczema, psoriasis), skin allergies, product allergies, watery eyes (eg hayfever) high/low blood pressure, glaucoma, dry eye syndrome, contact lenses, thyroid imbalance (Exophthalmos)

**Topic 1.5:** Learners need to understand the selection of products, consumables, tools and equipment that can be used during the application of individual semi-permanent lashes to include:

- Products and consumables
  - Adhesive
  - eye make-up remover
  - cleansing cloth
  - under eye patches
  - mascara wands
  - makeup sponge applicators
  - micro pore tape, and remover
  - couch roll
- Tools
  - Tweezers
  - jade stone

- blower.
- Equipment
  - Couch
  - Stool
  - Trolley
  - magnifying lamp
  - mirror
- Lash selection:
  - Curl
  - Size
  - Length
  - Type: Single, coloured

**Topic 1.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for applying semi-permanent lashes in accordance with health and safety legislation and industry guidelines;

- present themselves appropriately: professional presentation as per organisational code of practice (hair up and away from face, short clean nails, minimal jewellery eg wedding band, small stud earrings)
- greet the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- comply with Health and Safety working practices
- setting up the work area: couch, stool, trolley, towels, blankets
- select products and equipment to suit the treatment objectives
- documenting information on the client's record card
- obtaining signed informed consent to treatment

### Learning outcome:

#### 2. Apply individual semi-permanent lashes

#### Topics

2.1 Application of individual semi-permanent lashes

2.2 Maintenance of semi-permanent lashes

2.3 Removal of semi-permanent lashes

**Topic 2.1** Learners need to apply the application of individual semi-permanent lashes including the following:

- isolating single lash and secure lash extension in the required direction
- leaving a gap between the eyelash extension and the eyelid
- adding and attaching individual semi-permanent lashes in a way that takes into account influencing factors to the treatment including:
  - eye shape
  - thickness
  - density
  - length
  - colour
  - evident damage of natural lash
  - direction of growth
  - removing excess adhesive throughout the attachment process
  - ensuring client's wellbeing throughout the service
  - sealing the eyelashes and achieve a well-balanced look that meets the client's requirements

Learners need to understand that it is important to achieve a well-balanced look that meets the client's requirements.

**Topic 2.2:** Learners need to apply maintenance of individual semi-permanent lashes including:

- removing damaged lashes
- in-fill gaps

**Topic 2.3:** Learners need to apply removal techniques of individual semi-permanent lashes including :

- using tools and products to remove individual semi-permanent lashes
- avoiding damage to the client's natural eyelashes
- leaving the client's natural eyelashes clean and product free

Learners need to understand the importance of checking the client's wellbeing throughout the treatment

### **Learning outcome:**

#### **3. Provide advice, recommendations and treatment evaluation**

#### **Topics**

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatment

Learners need to understand the difference between contra- actions and those which are a result of poor practice. They need to be able to state the action which should be taken if any of them occur either during or after the treatment.

- Contra-Actions:
  - stinging
  - watery eyes
  - allergic reactions
  - adverse contra-actions as a result of incorrect treatment

Learners need to recognise the importance of and provide general and client specific advice and recommendations on completion of a treatment. Learners need to emphasise that the following advice is likely to maximise the benefits of the treatment and reduce the risk of adverse effects or contra-actions

Advice and recommendations must include the following:

- the normal reaction which occur after treatment and how to deal with any abnormal reactions
- post treatment restrictions and the reasons for each
- future treatment needs:
  - (frequency/time interval between treatment according to individual client's needs
- importance of professional maintenance and removal
- suitable products for retail and home use
- products which will be of benefit post treatment:
  - oil free mascara, oil free clear glaze, oil free makeup remover, growth conditioning serums
- products to avoid post treatment and the reasons why:

- any product that contains oil (mascara, eye cream, eye drops, eye makeup remover)

Learners need to understand the importance of providing advice and recommendations. Learners need to be aware that the advice can be long or short term, and that it is relevant to the client needs.

- Additional advice and link selling:
  - additional services
  - additional products
  - benefits of regular maintenance
  - post treatment restrictions and future treatment needs

**Topic 3.2:** Learners must be able to identify the importance of recording the treatment details, actions and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

- Methods of evaluating:
  - visual
  - verbal
  - written feedback
  - repeat business

### Guidance for delivery

The use of simulation can be used for practice during teaching and learning prior to the learners beginning to work on models, peers and clients. Learners will gain practical skills in the correct use of the different tweezers, isolation of natural lashes and application.

Learners will need guidance and support throughout this unit to ensure the correct techniques are used to achieve effective end results.

Demonstration is key and will need to be revisited throughout to show progression and continuity. The activities will require the learners to work on a diverse range of clients or peers. In turn the learners must also experience the treatment.

Throughout this unit learners will need to work methodically and could undertake a case study showing the improvements in techniques and speed from start to finish. Learners should be encouraged to practice techniques taught outside of the lessons. ICT in the form of head cameras, videos, interactive resources for example could be used to facilitate the practical application.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

This unit links to NOS – SKABT6

### Suggested learning resources

## **Books**

Level 3 VRQ diploma in Beauty Therapy                      Gerrard, D; Beckmann, H  
Published by: City and Guilds  
ISBN: 978 0 85193 2347

## **Journals and magazines**

Professional beauty

## **Websites**

Habia	<a href="http://habia.org/">http://habia.org/</a>
SmartScreen	<a href="https://www.smartscreen.co.uk/">https://www.smartscreen.co.uk/</a>
Lash perfect	<a href="https://www.lashperfect.co.uk/">https://www.lashperfect.co.uk/</a>

<b>URN:</b>	H/507/4935
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to understand dermatology. The unit introduces the learner to the study (and treatment) of pathologies (diseases and disorders) of the skin, nails, hair and hair follicle. Being familiar with pathologies is important to avoid causing discomfort or to make a condition worse. The worst-case scenario is treating a person with a condition that is infectious and causing cross infection to another person, which could be you.

This is a preparation for work unit which is based on capability and knowledge and will initially revisit and look at the structure and functions of the skin, nails, hair and hair follicle. Learners will then learn about pathologies that they may come into contact with that affect the skin, hair and nails and how to recognise them. This knowledge will provide a better understanding of what can prevent or restrict a treatment and why. This unit will also introduce micro-organisms and their relevance to dermatology. This unit is closely linked to the anatomy and physiology unit.

### Learning outcomes

In this unit, learners will be able to:

1. Understand structure of the skin, nail, hair and hair follicle
2. Understand the categories of micro-organisms and how they multiply
3. Understand pathologies of the skin, nail, hair and hair follicle

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

There should be an emphasis on learners that they should be able to identify and recognise the cause however they are not qualified to make a diagnosis and the client should be referred to a suitable medical practitioner.

## Learning outcome:

### 1. Understand structure of the skin, nail, hair and hair follicle

## Topics

1.1 Anatomical structure of the skin

1.2 Anatomical structure of the nail

1.3 Anatomical structure of the hair and hair follicle

#### Topic 1.1: Learners must understand the structure of the skin:

- Structure:
  - the different cells in the epidermis - keratinocytes, langerhans cells, melanocytes, merkel cells
  - epidermis - stratum germinativum (continuous cell formation, keratinocytes and melanocytes), stratum spinosum, stratum granulosum (cell death due to keratinisation), stratum lucidum (only found in thick skin), stratum corneum (shedding or desquamation)
  - dermis - papillary and reticular layers, matrix to include fibroblasts (collagen and elastin fibres), hyaluronic acid, blood and lymphatic vessels, sensory nerve endings (light touch, pressure, vibration, mechanical, thermal), apocrine, eccrine and sebaceous glands
  - Hypodermis / Subcutaneous layer (adipose tissue)

Learners must be able to identify the factors that might affect the skin including the following:

- Factors:
  - extrinsic - temperature, chemical exposure, UV exposure, topical stimulation and skin damage
  - intrinsic - genetics, nutrition, hormones, medication, disease and systemic disorders

#### Topic 1.2: Learners must understand the structure of nails to include the following:

- Structure:
  - nail bed, hyponychium, eponychium, perionychium, mantle or proximal nail fold, lateral nail fold, nail grooves, matrix, lunula, cuticle, three layers of nail plate, free edge
  - nail shape and condition - hook, ski jump, fan, misshapen, bitten, discoloured

Learners must be able to identify the factors that might affect the nail including the following:

- Factors:
  - extrinsic - chemical exposure, damage
  - intrinsic - genetics, nutrition, hormones, medication, disease and systemic disorders

**Topic 1.3** Learners must understand the structure of hair and hair follicle including the following:

- Structure:
  - hair follicle - Huxleys and Henle's layers, inner root sheath, outer root sheath, matrix, dermal papilla, sebaceous gland, arrector pili muscle
  - hair - cuticle, cortex, medulla, structure of the cortex - polypeptide chains, melanocytes

Learners must be able to identify the factors that might affect the hair and hair follicle including the following:

- Factors:
  - extrinsic - chemical exposure, topical stimulation and damage
  - intrinsic - genetics, nutrition, hormones, medication, disease and systemic disorders

## **Learning outcome:**

### **2. Understand the categories of micro-organisms and how they multiply**

#### **Topics**

2.1 Bacteria

2.2 Viruses

2.3 Fungi

2.4 Parasites

2.5 Conditions required for micro-organisms to multiply

2.6 Conditions required for cross infection

**Topic 2.1:** Learners need to understand the classification of bacteria and the process of reproduction including the following:

- Five methods of classification:
  - structure of bacteria
    - bacilli, cocci, spirilla, vibrios, spirilla
  - The importance of good bacteria
- Reproduction:
  - process of bacterial reproduction (binary fission)
  - method of bacterial survival (Endospores)

**Topic 2.2:** Learners need to understand the structure of viruses and the process of reproduction including the following:

- Structure:
  - Microbes made from DNA
- Reproduction:
  - multiple inside another organism

**Topic 2.3:** Learners need to understand the structure of fungi and the process of reproduction including the following:

- Structure
  - eg the importance of yeast (candida)
- Reproduction
  - Fusion and spores

**Topic 2.4:** Learners need to understand the types of parasites and their process of reproduction including the following:

- Types of parasites
  - skin and hair
- Reproduction
  - Egg, larvae

**Topic 2.5:** Learners need to understand the conditions required for micro-organisms to multiply including the following:

- Conditions:
  - importance of nutrient availability
  - effect of temperature
  - effect of pH
  - importance of oxygen
  - impact of poor hygiene

**Topic 2.6:** Learners need to understand how to prevent cross infection including the following:

- Methods of prevention:
  - good hygiene
  - maintaining appropriate hygiene
  - hand washing technique
  - use of PPE
  - correct waste disposal
  - assessing the skin, nail and hair for disease and disorders
  - verbal questioning
  - referral to medical practitioner

### Learning outcome:

## 3. Understand pathologies of the skin, nail, hair and hair follicle

### Topics

3.1 Terms used in dermatology

3.2 Pathologies of the skin, nail, hair and hair follicle

**Topic 3.1:** Learners need to understand and recognise terms used in dermatology to include:

- Skin terminology:
  - papule, macule, plaque, scale, crust, oozing, vesicle, bulla, cyst, pustule, nodule, induration, fissure, ulcer, erosion, atrophy, wheal, burrow, telangiectasis
- Nail terminology
  - onyx, unguium

**Topic 3.2** Learners need to understand and recognise pathologies of the skin, nail and hair including:

- Pathologies affecting the skin:
  - Bacterial infections - impetigo, conjunctivitis, hordeolum (stye), furuncles (boils), carbuncles, folliculitis, paronychia
  - Viral infections - herpes simplex, herpes zoster or shingles, warts / verrucae
  - Infestations - scabies, pediculosis pubis, pediculosis corporis, pediculosis capitis
  - Fungal infections - tinea corporis, tinea capitis, tinea pedis, onychomycosis
  - Sebaceous gland disorders - milia, comedones, seborrhea, steatomas, sebaceous cysts or wens, acne vulgaris
  - Sudoriferous (sweat) gland disorders - miliaria rubra (prickly heat), bromidrosis/osmidrosis, anhidrosis, hyperhidrosis

- Pigmentation disorders - ephelides, lentigines, chloasma, vitiligo, albinism, vascular naevi
- Skin disorders involving abnormal growth - psoriasis, seborrhoeic or senile warts, verrucae filliformis, skin tags, keloids, pityriasis simplex, pityriasis capitis, hyperkeratosis
- Allergies - dermatitis, eczema, urticaria
- Malignant tumours - squamous cell carcinomas or prickle-cell cancers, basal cell carcinomas or rodent ulcers, melanoma
- Rosacea
  
- Pathologies affecting the nail:
  - Bacterial - paronychia
  - Fungal infections - Tinea unguium, Onychomycosis
  - Affecting nail structure - beau lines, Koilonychia, longitudinal furrows, Lamellar Dystrophy, Onychauxis, Pitting, Onychorrhexis, Leuconychia, Onycholysis, Anonychia, Splinter Haemorrhage, Onychocryptosis
  - Affecting the cuticle - Pterygium
- Pathologies affecting the hair:
  - Bacteria - folliculitis
  - Infestations - pediculosis capitis
  - Systemic – Alopecia (androgenic, areata, universalis), hypertrichosis and hypotrichosis
  - Fragilitas crinium

## Guidance for delivery

Learners should be able to relate the importance of understanding pathologies and the impact that these may have in preventing or restricting treatment. It is recommended that learners incorporate this unit within their technical units where they can apply their knowledge and understanding.

It is suggested that learners develop a clinic portfolio of images of common conditions. This will enable learners to have access to realistic images of conditions so that they are familiar with their appearance as they are more likely to present in the salon or spa.

It is important that learners understand the value and benefits of using professional products. Tutors should be encouraged to engage with Product house trainers who to provide talks and demonstrations on the use of professional products that incorporate product ingredients to support demologic understanding. These may be linked to organisations such as Dermologica, Clarins, Guinot, Elemis etc.

It would also be beneficial to encourage talks by suitable occupational professionals such as a pharmacist or dermatologist would be beneficial to support understanding.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; attending trade exhibitions/shows; guest speakers, work experience, professional lectures and workshops; educational trips and visits.

Learners should have time allocated within the learning environment in order gain wider skills of time management and adhere to the code of practice on behaviours, communication skills and professional practice. Learners would also benefit from work placements or experience to observe the treatments taking place in a work environment.

## Suggested learning resources

Level 3 VRQ diploma in Beauty Therapy  
Published by: City and Guilds  
ISBN: 978 0 85193 2347

Gerrard, D; Beckmann, H

### **Books**

Dermatology: An Illustrated Colour Text  
Published by: Churchill Livingstone, 5 edition, 2012  
ISBN-13: 978-0702044496

Gawkrodger D.

ABC of Dermatology (ABC Series)  
Published by: Wiley-Blackwell, 6th edition, 2014  
ISBN-13: 978-1118520154

Morris Jones, R.

### **Websites**

British Association of Dermatology  
<http://www.bad.org.uk>

E-learning for healthcare e-dermatology  
<http://www.e-lfh.org.uk/programmes/dermatology/>

The British skin foundation  
<http://www.britishskinfoundation.org.uk/Home.aspx>

Microbiology  
<http://www.microbiologyonline.org.uk/home>

WebMD slideshow: Common adult skin problems  
<http://www.webmd.boots.com/skin-problems-and-treatments/ss/slideshow-common-adult-skin-problems>

Primary care dermatology society A\_Z of Clinical guidance  
<http://www.pcids.org.uk/p/a-z-of-clinical-guidance-how-to-use>

### **Search NHS choices by specific disease/disorder:**

Visual tool	<a href="http://www.nhs.uk/tools/pages/skinproblems.aspx">http://www.nhs.uk/tools/pages/skinproblems.aspx</a>
Common skin condition	<a href="http://www.nhs.uk/livewell/skin/pages/commonconditions.asp">http://www.nhs.uk/livewell/skin/pages/commonconditions.asp</a>
Skin	<a href="http://www.nhs.uk/livewell/skin/Pages/Skinhome.aspx">http://www.nhs.uk/livewell/skin/Pages/Skinhome.aspx</a>
Staphylococcal infections	<a href="http://www.nhs.uk/conditions/Staphylococcal-infections/Pages/Introduction.aspx">http://www.nhs.uk/conditions/Staphylococcal-infections/Pages/Introduction.aspx</a>



## Unit 313

## Research advancements within the beauty industry

<b>URN:</b>	K/507/4936
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is to introduce the learners the value of research. Being able to research new industry knowledge is important as part of continued professional development. New techniques, treatments and products are constantly being introduced, however these can be dubious learners need to be able to research information from a range of sources, to be able to make an informed opinion as to whether they are of genuine value or not.

Areas include micro-pigmentation, laser treatments and IPL, chemical peels, bamboo, Thai style and shell massage techniques, as well as cosmetic surgery procedures. Learners will investigate the advantages and disadvantages of each treatment, the qualifications needed to carry them out, and the popularity of each.

Once research is complete, findings will be presented to peers. Excellent communication skills will be required to engage with audiences and gain their feedback.

Being able to effectively research and reference work is an important academic skill especially if the learner wishes to continue and study at a higher level.

Learners may be introduced to this unit by asking themselves questions such as:

- Why is research important and how can technology be used to carry out research?
- What is the difference between quantitative and qualitative research?
- How is research undertaken and presented?
- What are the disadvantages of photo-rejuvenation, hair removal?
- How do I describe the benefits of chemical skin peels?
- What is Harvard referencing and why is it used?
- What is plagiarism and why should it be avoided?

### Learning outcomes

In this unit the learners will be able to:

1. Carry out research in the beauty sector
2. Evaluate advanced technical developments available to support the beauty industry

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Carry out research in the beauty sector

### Topics

- 1.1 Purpose of research in the beauty sector
- 1.2 Planning research projects
- 1.3 Carry out research projects
- 1.4 Data gathering and analysis
- 1.5 Drawing conclusions and presenting findings

**Topic 1.1:** Learners need to understand the purpose of using research within the beauty sector, including:

- developing better understanding of treatments and products
- continual professional development
- validating or refuting claims made by consumers, scientists and manufactures
- finding evidence to support practice

**Topic 1.2:** Learners need to understand the importance of a literature search, including:

- industry and consumer expectations
- supporting a new treatment or product with evidence to prove that it is beneficial, valid or works
- use of diverse research sources and their benefits, for example:
  - libraries, trade publications, newspapers, peer reviewed journals, textbooks, professional expert views, consumer press, customer surveys, internet, questionnaires, focus groups, interviews, phone, blogs, case studies
- validating research sources – peer reviewed
- meta analysis
- academic referencing when using sources of information, including:
  - Harvard referencing in text
  - citing direct quotes
  - compiling a reference list
- paraphrasing when using research findings

Learners need to understand the components of a research project plan, including:

- plan, develop, do, disseminate
- establishing research objectives
- stages of research development (pilot)
- how to gather data from different sources
- how to process data
- methods of evaluating data and research collected

Learners need to understand the main research methodologies, including

- quantitative research (numbers), including developing a hypothesis, for example:
  - yes/no

- closed responses
- graphs
- charts
- tables
- questionnaires
- qualitative research (words), including developing a research question, for example:
  - interviews
  - scripts
  - reports
  - case studies
  - questionnaires

**Topic 1.3:** Learners need to be able to undertake literature searches, including:

- use of a range of diverse sources
- short summary for each topic area
- use of a range of references from different sources
- use of the Harvard referencing

Learners need to be able to carry out research projects, including:

- hypothesis or research question
- the methodology and why chosen
- use an appropriate questionnaire / objective measures
- collection of data
- checking and analysis of data
- presentation findings using graphs / charts / tables
- impact of research findings
- relevant conclusions / results / findings

**Topic 1.4:** Learners need to understand data gathering and analysis, including:

- how to gather data from different sources
- how to check and process data
- methods of evaluating data and research collected.

**Topic 1.5:** Learners need to explore conclusions and present findings, including:

- consideration of the impact of research findings
- conclusions
- presentation of results / findings
- use of graphs / tables / charts

### Learning outcome:

## 2. Evaluate advanced technical developments available to support the beauty industry

### Topics

2.1 Technical developments

2.2 Advantages and disadvantages of technical developments

**Topic 2.1:** Learners need to explore a range of technical developments relevant to the beauty industry including:

- new treatments and technologies
- micro-pigmentation:
  - enhancement to eyebrows, eyes, lips, beauty spots, areola/nipple area

- laser and intense pulsed light
  - vascularity, pigmentation, removal of epidermal layers/wrinkles, tattoo remover
- photo-rejuvenation, hair removal, transgender
  - to manage client expectations of laser treatment, explanation to include that laser hair removal is permanent hair reduction not permanent hair removal and may require additional electrolysis treatment to treat hair growth
- injectables:
  - dermal fillers
  - cosmetic injections – Botulism
- chemical skin peeling:
  - an application of a chemical solution to the skin.
- cosmetic surgery for face and body, for example:
  - rhinoplasty (nose surgery)
  - otoplasty (ear surgery)
  - rhytidectomy (face lift)
  - breast augmentation
  - liposuction
  - abdominoplasty
- face and body sculpting:
  - cryo
  - thermal
- cosmetic radio frequency treatments:
  - Radio frequency works by selectively delivering heat energy to the middle and lower levels of skin, stimulating new collagen growth. Radio frequency technology remains a popular procedure because it can deeply penetrate the lower levels of skin without causing any damage to the surface.
- innovative product development
- advanced massage techniques and equipment

**Topic 2.2:** Learners need to understand the advantages and disadvantages technological developments including the following:

- micro-pigmentation
- laser and light pulsed equipment
- photo-rejuvenation, hair removal, transgender
- injectables:
  - dermal fillers
- chemical skin peeling
- facial cosmetic surgery (rhinoplasty (nose surgery) otoplasty (ear surgery) rhytidectomy (face lift), breast augmentation, Liposuction, abdominoplasty
- face and body sculpting
- face and body sculpting
- cosmetic radio frequency treatments
- alternative massage techniques and equipment

### Guidance for delivery

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Learners should use extended resources to support study, which should include the use of libraries, websites, accessing research data, learning centres, articles, television programmes and other professionals. They should be encouraged to use peer reviewed and professional resources. Learners would benefit from being shown the difference between lower a higher-level resource and why using validated resources are important. It

would be beneficial for learners if outside organisations could be encouraged to provide educational talks about the developments within the beauty sector

For learning outcome 2 topic 2.1 Learners should know the longevity, duration, maintenance, products and equipment used and the effect on skin/structure for each of the developments listed.

Learners should be encouraged to bring their own views and experience to the unit. They should be encouraged to research a topical item to help facilitate their research. Learners will need to be able to give clear and rationalised arguments to back up their research activity.

Learners may work in groups to conduct research, produce a report and present their findings. They should however be encouraged to research technical developments independently and when presenting should share the workload amongst themselves so that they undertake different roles within a group environment.

Learners may need guidance in the following areas: research techniques, documenting their research by mind mapping, producing a report and tips for producing a presentation to deliver their findings to a target audience using resources to enhance their delivery.

The learners will benefit from access to a referencing handbook developed by the centre with examples of suitable sources and how to reference these. Examples of referencing books in Harvard style are given in the guidance below

There will be excellent opportunity to embed the use of IT in particular excel and spread sheets within this unit to help analyse and present their data. PowerPoint could also be used to present findings. There is opportunity to embed maths skills as excel can be used to present numerical data and formulas. This unit will provide excellent opportunity to embed English language as part of general research.

## Suggested learning resources

### **Books**

Doing a Successful Research Project: Using Qualitative or Quantitative Methods  
Published by: Palgrave Macmillan, 2<sup>nd</sup> Edition, 2014  
ISBN-13: 978-1137306425  
Davies M. & Hughes N.

The Good Research Guide: For Small Scale Research Projects  
Published by: Maidenhead: Open University press, 5<sup>th</sup> Edition, 2014  
ISBN-13: 978-0335264704  
Denscombe M.

### **Journals and magazines**

Professional beauty

### **Websites**

Habia <http://habia.org/>  
SmartScreen <https://www.smartscreen.co.uk/>

Research <http://research-methodology.net/research-methods/>  
100 Search Engines for Academic Research  
<http://www.teachthought.com/technology/100-search-engines-for-academic-research>

## Unit 320

## Provide body stone therapy treatments

<b>UAN:</b>	A/507/4942
<b>Level:</b>	3
<b>GLH:</b>	90

### What is this unit about?

The purpose of this unit is for learners to provide hot and cold stone therapy treatments to clients whilst learning how to prepare the workplace, choose the correct stones and balance the chakras.

Hot stone therapy has been around in one form or another for more than 2000 years. Stone therapy is becoming much more of a mobile treatment with bag heaters now available to be able to carry around rather than the large heaters which are used in spas and beauty salons.

The unit covers the preparation and safe application techniques for stone therapy using both hot and cold stones to include stone rotation, tucking, tapping and placing.

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing stone therapy treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work. Learners will develop the necessary skills needed to carry out with their client a thorough consultation so that they can formulate and provide a treatment plan. Learners will analyse the methods used to evaluate the effectiveness of the treatment and learn how to give constructive and relevant aftercare advice and recommendations.

Learners may be introduced to this unit by asking themselves such as:

- How can I promote hot stone massage?
- What is the best hot stone heater to buy?
- How do I set up the equipment?
- Where do I purchase the equipment?
- How can stone therapy improve my business?
- What is the difference between hot and cold stones?
- How do I carry out massage movements using stones?
- How do I maintain a flowing treatment whilst using stones?

### Learning outcomes

In this unit, learners will be able to:

1. Prepare for stone therapy treatment
2. Provide stone therapy treatment
3. Provide advice, recommendation and treatment evaluation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Prepare for stone therapy treatments

### Topics

- 1.1 Health and Safety working practices
- 1.2 Environmental and sustainable working practices
- 1.3 Communication and behavior
- 1.4 Consultation
- 1.5 The selection of products, consumables and equipment
- 1.6 Prepare themselves, the client and work area for stone therapy treatment

**Topic 1.1:** Learners need to understand the Health and Safety working practices. Learners must also have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following professional working practices:

- ensure environmental conditions are suitable for the client and the treatment
- prepare themselves and their clients to meet legal requirements and organisational code of practice
- positioning of all equipment and products for ease and safety of use
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of clothes and jewellery as appropriate in the treatment area
- position client to meet needs of treatment, maintaining client modesty and privacy
- ensure their own posture and working methods minimize fatigue and risk of injury
- maintaining accepted industry hygiene and safety practices throughout the treatment
- use working methods that minimise the risk of cross-infection
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- ensure the use of clean equipment and materials
- different methods of sterilisation, cleaning, disinfection ,disposal of contaminated and non-contaminated waste
- leaving the treatment area and equipment in a suitable condition
- local by-laws specific to the treatment being conducted
- the hazards and risks which exist in the work area and the safe working practices that must be followed
- the importance of carrying out a risk assessment

Learners need to understand the following legislations and consider their influence to the provision of body stone therapy treatments:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Equality Act
- The Data Protection Act

**Topic 1.2:** Learners need to understand the different types of working methods that promote environmental and sustainable working practices.

- Environmental
  - temperature, ventilation, lighting, privacy, volume and type of music/sounds, pleasant aroma
- Sustainable
  - minimising pollution, reducing and managing waste, reducing energy usage

Learners need to have an understanding of the legislation linked to the environmental conditions within the workplace, as well as the implications for a more comfortable and safer treatment.

**Topic 1.3:** Learners need to understand that they must communicate and behave in a professional manner throughout the duration of the treatment, especially when it comes to communicating about potentially sensitive matters.

- Communicate
  - Speaking, listening, body language, reading, recording, following instructions, using a range of professional terminology.
- Behave
  - Working cooperatively with others, following salon requirements, maintain clients privacy during treatment.

Learners need to understand how verbal and non-verbal consultation techniques can be used to put the client at ease

- Verbal
  - questioning techniques, language used and tone of voice
- Non-verbal
  - listening techniques, body language, eye contact, facial expressions

Learners need to take into account the diverse needs of their clients to include:

- Culture, Religion, Age, Disability and Gender.

**Topic 1.4:** Learners need to understand the correct consultation techniques to collect the necessary information to facilitate a successful treatment and state why this is important;

- Consultation Techniques
  - recognising effective methods of communication when consulting with clients with disabilities, hearing and sight impairments, blindness, without speech, autism
  - the importance of communication with clients in a professional manner
  - how to complete a consultation taking into account the client's diverse needs
  - the legal requirements for providing treatments to minors under 16 years of age and vulnerable adults

- the importance of agreeing the treatment and outcomes to meet the client's needs
- the legal requirements for storing and protecting client data.
- The use of manual, visual and written information

Learners need to understand the correct methods for completing client records, the reasons for keeping these records, agreeing the treatment plan, gaining client and therapist's signatures and the reasons for this. Learners must be able to state the legal requirements for protecting and storing client data and how client information should be dealt with according to The Data Protection Act.

- Client records
  - Obtain written, signed informed consent from the client prior to carrying out the treatment
  - Ensure that guardian or parent is present throughout the treatment for minors

Learners need to understand the client's needs and establish the treatment objectives to include:

- Treatment objectives
  - relaxation and sense of well-being
  - reduction of joint and muscle pain
  - invigoration and uplifting
  - improvement of skin and body conditions
  - anti-cellulite

Learners will need to understand how to create and prepare a treatment plan suitable for the individual client.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case. They need to be able to state why specific contra-indications should not be named when referring clients to a medical practitioner, including the following:

- Contra-indications
  - the contra-indications that require medical referral and why.
  - recognising contra-indications that would prevent or restrict the treatment.
  - the necessary actions to take in relation to specific contra-indications when referring clients to a medical practitioner.
  - encouraging the client to seek medical advice.
  - explaining why the treatment may not be carried out.
  - modification/adaptation of treatment.
  
- Treatment related Contra-indications:
  - Prevent treatment: contagious skin diseases (fungal, bacterial, viral, infestations), severe eczema, severe psoriasis, severe skin conditions, thrombosis, during chemotherapy, during radiotherapy, obesity
  - Restrict treatment: broken bones, recent fractures and sprains, cuts and abrasions, recent scar tissue, skin disorders, skin allergies, product allergies, epilepsy, uncontrolled diabetes, high/low blood pressure, metals pins or plates, piercings, pregnancy, medications, undiagnosed lumps and swellings, migraine

Learners must understand how to carry out a full body analysis which includes knowledge of various body and skin types, conditions characteristics and postural faults to include the following:

- Body types
  - Ectomorph, endomorph, mesomorph

- Characteristics
  - Hard fat, soft fat, cellulite, hairiness, muscle bulk, fat distribution
- Postural faults
  - Kyphosis, scoliosis, lordosis, winged scapula, pelvic tilt, knock knees, bow legs, flat feet, high arch, dowager hump, pigeon chest, flat back, sway back
- Skin types
  - Dry, oily, combination
  - Skin conditions and characteristics
  - Mature, sensitive, dehydrated, moist, texture of skin (thickness, thinness), skin elasticity

**Topic 1.5:** Learners need to understand the selection of suitable, products, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective. They must also have knowledge of a variety of massage medium and their uses and be familiar with the effects, advantages and disadvantages.

- Products:
  - base oil: sesame oil, mustard oil, grapeseed oil, coconut oil, jojoba oil, almond oil, olive oil
- Consumables:
  - cotton pads/wool
  - tissues
  - bed roll
  - paper cups
  - spatula
  - paper pants
  - foot mats
- Equipment:
  - Couch
  - Seating
  - treatment chair
  - trolley
  - clean towels/blankets/sheets
  - bowls/containers
  - gowns/slippers
  - stone heater
  - cooling system
  - mitt/thermal glove
  - ladle
  - hot / cold stones
  - semi precious stones
  - thermometer

**Topic 1.6:** Learners must be able to take responsibility for preparing themselves, the client and work area for a stone therapy treatment in accordance with health and safety legislation and industry guidelines including:

- presenting themselves appropriately: professional presentation as per organisational code of practice (hair up and away from face, short clean nails, minimal jewellery eg wedding band, small stud earrings)
- greeting the client in a professional manner using appropriate consultation techniques to determine the treatment plan
- complying with Health and Safety working practices
- setting up the work area: couch, stool, trolley, towels, blankets

- selecting products and equipment to suit the treatment objectives
- documenting information on the client's record card
- obtaining signed informed consent to treatment

### Learning outcome:

#### 2. Provide stone therapy treatments

#### Topics

- 2.1 Evolution of stone therapy treatments
- 2.2 Massage techniques
- 2.3 Benefits, effects and adaptations of stone therapy
- 2.3 Provide stone therapy treatments

**Topic 2.1:** Learners need to understand the history and development of stone therapy over time and recognise key persons and countries that have worked to encourage progress within the discipline, including the following:

- Countries:
  - USA, India, China, Japan, Hawaii and England.
- Key persons:
  - Mary Nelson, Jane Scriven, Pat Mayrhofer

Learners will need to explore modern stone therapy treatments including the use of a variety of stones to include both hot and cold stones.

- Types:
  - Basalt, Marble
  - Semi precious
- Sizes of stones
  - Round, small large – which suits most massage strokes of effleurage and should fit nicely into the palm.
  - Oblong – for deep tissue use, as the outer rim is suitable as a finger kneading and thumb kneading substitute
  - Large half crescent shaped stones with a flat side for placement either on the sacrum, under the neck or under the feet or knees.
  - C shaped stones in marble, shaped for use on the limbs.

**Topic 2.2:** Learners must understand massage techniques and how each movement must be performed

- Effleurage
- Petrissage
  - Vibration
  - Friction
- Tapotement

- Tucking
- Placement
- Trigger points

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  - Large half crescent shaped stones with a flat side for placement either on the sacrum, under the neck or under the feet or knees.
  - C shaped stones in marble, shaped for use on the limbs.

**Topic 2.3:** Learners need to be able to recognise the effects of stone therapy treatments and identify how to maximise the benefits to the client

- Physiological effects and benefits of stone therapy:
  - increased blood circulation
  - increase in endorphins
  - improved skin condition/ texture / improved appearance of cellulite
  - relaxation of muscles and release of tension
  - increased metabolism
  - enhanced lymphatic drainage
  - desquamation
  - increases elimination
  - stimulates /soothes nerve endings
  - improves joint mobility
  - increased energy levels
  - reduces swelling
- Psychological effects and benefits of massage:
  - reduction of nervous tension
  - relaxation
  - sense of well-being
  - aids sleep patterns
  - stress relief
- Effects and benefits of cold stone therapy:
  - vasoconstriction followed by vasodilation
  - reduces inflammation

Learners must be able to use appropriate adaptations, massage techniques and products to suit the specific client and ensure that the benefits are maximised

- Adaptations:
  - knee/ankle/back/neck supports
  - depth, pressure and flow of massage
  - use of varying massage techniques to meet client indications

- stance and transition of therapist movements
- areas to be treated/avoided
- positioning of treatment couch/chair
- choice of techniques/products (taking into account allergies)
- timings of treatment

**Topic 2.4:** Learners must be confident in using a range of stone therapy techniques on the following treatment areas in order to achieve the treatment objectives and address the needs of the client.

- Treatment areas:
  - face and head
  - chest, neck and shoulders
  - arms/hands
  - anterior and posterior legs/feet
  - abdomen (women only)
  - back
  
- Techniques:
  - rotation of stones
  - alternation of hot and cold stones
  - use of hot stones only
  - combination of stones types and sizes.
  
- Positioning to include:
  - positioning of the client to avoid putting undue stress on bones and joints or causing the client discomfort at any time throughout the treatment using supports and adjustable couches/chairs
  - positioning of the therapist to avoid putting any undue stress on the joints of the fingers, wrists, spine, hips and knees using the relevant stance. Work stations are of the correct height.

Learners need to understand the importance of checking the client's wellbeing throughout the treatment and allow sufficient post-treatment recovery time

### Learning outcome:

### 3. Provide advice, recommendations and treatment evaluation

#### Topics

3.1 Give advice and recommendations

3.2 Record actions and evaluate treatment

**Topic 3.1:** Learners need to be able to recognise the difference between contra- actions and those which are a result of poor practice. They need to be able to state the action which should be taken if any of them occur either during or after the treatment, including:

#### Contra-actions

- fatigue – rest and relaxation
- headache – drink plenty of fluids, rest and relaxation
- thirst – drink plenty of fluids
- muscle ache - rest and relaxation

- nausea – cease treatment, encourage client to use breathing techniques, supply water, stay with client until nausea subsides
- emotional – cease treatment, stay with client, encourage breathing techniques, discuss with client continuation of the treatment
- frequent urination - drink plenty of fluids
- bruising – reassure client and offer explanation of reaction
- excessive erythema – reassure client and offer explanation of reaction
- allergy to massage medium – remove product with water, stay with client, seek medical advice or contact emergency services depending on the severity of the reaction
- light headedness - rest and offer a glass of water
- burns – apply cold compress and seek medical advice if required.

Learners need to recognise the importance of and provide general and client specific advice and recommendations on completion of a treatment. Learners will need to emphasise that the following advice is likely to maximise the benefits of the treatment and reduce the risk of adverse effects or contra-actions.

#### General advice and recommendations

- 12-24 hours following treatment:
  - no strenuous exercise
  - ensure light food intake
  - avoid stimulants
  - rest
  - increase fluid intake
  - allow medium to penetrate into the skin

#### Client advice and recommendations

- avoidance of activities which may cause contra-actions eg UV exposure, heat treatments
- recommend lifestyle changes
  - nutrition, exercise
- postural awareness
- skincare regimes
- further treatment and product recommendations

#### Additional advice and link selling

- additional services
- additional products
- benefits of a course of treatments
- post treatment restrictions and future treatment needs
- modifications to lifestyle, posture and healthy eating to improve effectiveness of treatments
- products for home use that will benefit and protect the client and those to avoid and why
- how skin care routines can affect and improve the effectiveness of the treatment

**Unit 3.2:** Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference. Learners need to be able to evaluate the treatment and document their findings.

- Methods of evaluating:
  - visual
  - verbal
  - written feedback
  - repeat business

## Guidance for delivery

For this unit it is essential that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice and hone their stone therapy techniques. For this reason it is suggested that lessons are split into 2 with the first session addressing the underpinning knowledge content of the unit and the second session focusing on practical tasks.

Learners will require guidance and support to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit is demonstrated and regularly revisited is vital to make certain of consistent progression.

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of formative assessment methods including, but not limited to, observations, case studies and assignments to develop confidence in preparation for the external synoptic assignment.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Opportunities for professional development should include reading journals/articles/books; social media and networks for information/updating/trends; watching documentaries; attending Trade Exhibitions/shows; Guest speakers, Work experience, Professional lectures and workshops; Educational trips and visits.

This unit links to NOS – SKABT19

## Suggested learning resources

### **Books**

Level 3 VRQ Diploma in Beauty Therapy  
Published by: City and Guilds  
ISBN: 978 0 85193 2347

Gerrard, D; Beckmann, H

### **Journals and magazines**

Positive Health Magazine  
Today's Therapist Magazine  
Massage Therapy UK  
Therapy Magazine  
Massage World  
Guild Gazette (Guild of professional Beauty Therapists)  
Health and Beauty Magazine (Reed Business Information)  
Professional Beauty Magazine (Professional Beauty)

### **Websites**

Massage world  
Therapy magazine  
Massage therapy UK  
Today's therapist  
Positive Health  
City & Guilds Learning resource  
Professional Beauty  
Guild of professional beauty therapists

[www.massageworld.co.uk](http://www.massageworld.co.uk)  
[www.therapymagazine.co.uk](http://www.therapymagazine.co.uk)  
[www.massagetherapy.co.uk](http://www.massagetherapy.co.uk)  
[www.todaystherapist.com](http://www.todaystherapist.com)  
[www.positivehealth.com](http://www.positivehealth.com)  
[www.smartscreen.co.uk](http://www.smartscreen.co.uk)  
[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)  
[www.beautyguild.com](http://www.beautyguild.com)

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

**Walled Garden:** how to register and certificate candidates on line

**Events:** dates and information on the latest Centre events

**Online assessment:** how to register for e-assessments.

## Useful contacts

### UK learners

General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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## City & Guilds

5-6 Giltspur Street

London EC1A 9DE

[www.cityandguilds.com](http://www.cityandguilds.com)

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